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ABSTRACT

The program discussed in this report is designed for teaching English as a second language to disadvantaged adults among the Indian and Metis population in the northern prairie lands of Canada. It is especially intended for adults who are not literate in their own language and realizes that the students must speak English before they can learn to read it. The teaching approach is directly related to the interests of the trainees, and content, methods, and visual aids are constructed according to their experience. A situational approach is used. Other special features of the course include detailed use of instructional objectives and a planned daily "Talking Hour" in the students' own language. The course is planned as an integrated whole, so that the language lessons prepare the trainees for reading and mathematics. The report provides details on program organization and annotated lists of materials concerning language and language teaching and Indian culture and history. A proposed course content is provided along with a discussion of instructional arrangements and objectives. (VM)

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A PLAN FOR FLUENCY FIRST

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FOREWORD

The plan to develop the Fluency First course in Part One and the specifications for the course in Part Two were prepared by Mrs. Dana Mullen, consultant for the project.

Saskatchewan NewStart is engaged in the experimental development of new methods of adult training and counselling. It is jointly sponsored by the Saskatchewan Department of Education and the Canada Department of Regional Economic Expansion. The latter Department fully funds the Corporation.

Vernon Mullen, Manager,
Adult Basic Education Division.

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PART ONE

FLUENCY FIRST

A detailed plan to develop a course for providing disadvantaged people with sufficient fluency in English to benefit from basic education, occupational training and social adjustment programs.

SASKATCHEWAN NEWSTART INCORPORATED

JUNE, 1970

I THE PROBLEM

Among the Indian and Metis population in the northern part of the prairie provinces the inability of many to use, effectively, the English language prevents the acquisition of literacy skills, thus precluding progress in school or in adult training schemes; hinders participation in economic and social development projects; lessens the probability of successfully managing their own affairs, either corporate or individual; frustrates the intentions of enfranchisement; inhibits the growth of self-confidence; and in general, limits their ability to cope with the daily problems of life in contemporary Canadian society. Therefore, for economic, social and humanitarian reasons it is essential and urgent to provide these northern people of Indian ancestry with the means of learning English as a second language. With the knowledge of English they will acquire the prerequisite tool for becoming literate so that they may have the power of choosing what direction their own lives should take and will be able to contribute to the economy of the country.

This paper presents a proposal for a new approach to the fundamental northern problem of illiteracy and in no way proposes any diminution in the use of native Indian languages; in fact, it suggests several ways in which the use of these languages can be strengthened.

The educational problems of the North are manifold and self-perpetuating. Illiterate parents do not encourage their children to attend school regularly and willingly. Because of the lack of permanence in the teaching staff, each year new teachers must accustom themselves to the challenge of teaching children of a different culture. Only in recent years has there been any organized attempt to help the teachers for northern schools understand cultural differences and adapt the standard curriculum to the needs of native children. There is often little contact between the home and the school, partly because of language and partly because of lack of interest, on both sides.

When an Indian child first enters school, he may understand little of the language that flows around him and little about the behaviour that is expected from him. Consequently, he is slow to learn reading and writing, and he may become convinced that he is unable to learn; he may soon begin to build within himself a hostility to school. He may "drop out" of school mentally, long before

he reaches school-leaving age. He then joins the ranks of adults unfitted for any work except the traditional occupations of the North, such as trapping and fishing, occupations which today can no longer provide an adequate living throughout the year. He and his family cannot survive, even at poverty level, without social aid. His children repeat the process.

In the past decade school facilities in the North have improved greatly. Kindergartens have been established to give youngsters a headstart, and more pupils than before are completing grade 8. Nevertheless, while it is true that some young people are breaking out of the pattern of educational defeat, it is also true that their numbers are insufficient, especially in certain communities where the possibilities for jobs or for economic development are nearly non-existent. It is in such communities that a high proportion of adults are illiterate and that too many teenagers leave school, even after grade 8, unable to read. It is reported that in some communities the native children see no adult of their own race whose life represents success according to the values that they are taught through the standard school curriculum; thus, they have no life model that stimulates them to persist in study and gain job skills.

All this is not to say that there has been no effort to bring the benefits of adult education to the people of the North. Indian and Metis people enroll in the upgrading and vocational training courses that are available to any adult. However, it is reported that only a handful of trades can be fitted into a training program for northern adults because of their low educational attainment. Often, those trades that can be offered are the very ones that are overcrowded, such as hairdressing.

According to teachers' reports, one major cause of dropouts in northern vocational upgrading courses is that trainees lose interest and find difficulty in persevering because of an inadequate command of the language and a poor reading ability. It becomes increasingly difficult for them to concentrate on instruction that they only partially comprehend; the talk and print begin to drift past them; they become bored and discouraged; they give up.

Much effort by hard-working persons is being expended to create schemes to develop northern communities and economic resources, but these schemes are often hampered by lack of "communication", lack of

trained local personnel, and the lack of a broad enough base of literate citizens in the community. Even in enterprises where Indians and Metis participate and are leaders, too much work falls on too few shoulders.

It is nearly impossible for a group of people to manage their own affairs unless the majority are literate. A report from the Saskatoon Centre for Community Studies states that "almost every northern Saskatchewan program which depends on local support is presently handicapped by the gaps in knowledge and skills among adults. It would be much easier, for example, to teach directors of co-operatives the philosophy and practical techniques of managing their organization if all the members could speak and read English and knew enough arithmetic to understand easily the meaning of interest rates, financial statements, and the like." Wise decisions about the development of lands that belong jointly to a whole band are not likely when a large number of band members cannot understand the complicated issues involved.

In this regard, it is important to remember that a sense of self-confidence is improbable among people who cannot manage their own affairs. In an individual sense, too, an Indian often lacks confidence in meeting and dealing with White persons if he cannot speak the language of that majority and if he cannot read or write.

In 1960, all Indians formerly excluded from enfranchisement were unconditionally enfranchised. Under the present political and electoral systems in Canada, however, enfranchisement without literacy, and especially without comprehension of the working language of government, is an intolerable farce.

Literacy, then, is a prerequisite for economic, social, and political improvement in the North. Furthermore, if adults become literate, they are likely to gain a different attitude about the education of their children. They will be able to communicate with the teachers of their children, thus extending the bridge between home and school. The insidious pattern may be broken.

Full statistics showing exact numbers of people in the North who require literacy courses do not exist, although the collection of data about language use among Indian and Metis people has been started by the Saskatchewan Indian and Metis Department. It is

generally agreed that in addition to those who cannot read or write at all there is a larger group of functionally illiterate persons whose reading and writing abilities are so weak that they cannot be put to practical use.

Some statistics for three sample communities are:

(i) Place	Numbers Inter-viewed	M	F	Indian	Metis	Age Range	Mother Tongue	Read & Write It
Southend (Reindeer Lake)	49	47	2	34	15	19-70	Cree	8
Pinehouse	79	66	13	4	75	16-64	Cree	24
Stony Rapids	25	21	4	16	9	16-59	Chip. (24) Cree (1)	1

(ii) Place	Speak/Under-stand English				Read/Write English				Last Grade in School					
	Good	Fair	Poor	Nil	Good	Fair	Poor	Nil	Nil	1-2	3-4	5-6	7-8	Over
Southend	30	12	2	5	17	9	--	23	21	5	16	5	2	--
Pinehouse	19	21	27	12	7	21	17	34	34	2	19	15	6	3
Stony Rapids	11	10	3	1	2	9	10	4	5	3	7	5	4	1

Even if fuller statistics were available to show the numbers of northern Indian and Metis persons who speak English in addition to their mother tongue, the figures would be misleading for educational planning purposes unless some better indication were also given of the quality of English usage. There is little knowledge or agreement about the extent of the need, partly because few facts about language use in the North have been collected and partly because the assessment has been fragmentary and subjective; that is, only a few people know every northern settlement, and everyone has a different standard for what "knowing English" means. It is easy to be deceived into thinking that a person knows English because he can answer some of our questions and make a few appropriate remarks; we forget that he may be limited to those conventional statements. The important thing is not just whether an adult speaks English; it is whether he can use English well enough so that in a Basic Literacy course he can put his attention on reading skills - difficult in themselves - without having to struggle with the language itself.

II A NEW APPROACH

Although there are several causes for the conspicuous lack of success in many literacy courses held in the North, one reason is outstanding: many of the adults who enroll do not know English well enough. This reason is very familiar to educators concerned with teaching children. It is agreed by them that a child will experience difficulties in learning to read his own language if, for some reason, he has not developed a high degree of skill in oral communication before going to school. It should, therefore, be no surprise to educators if adults who cannot speak English, or who speak it poorly, do not learn to read.

One teacher of a literacy course in the North reported a "lack of communication" so great that he attempted to teach through an interpreter. Some teachers in Saskatchewan, having experienced no success by following the standard literacy course, have adopted the province's Occupational English for New Canadians course. Even though they were not trained to use that course, which is actually a course

in English as a second language, they were able to give their trainees enough help in oral English so that they could then begin to learn to read. It seems a pity that every teacher must discover this need for himself through trial and error.

A student cannot participate actively in his own education unless he is reasonably fluent in the language of instruction. Yet how much training achieves its purpose if the student does not participate actively in it? He should be able to ask questions, make comments, take part freely in discussions, without being frustrated by a limited command of the language and without feeling timidity or shame about his speech.

The new approach that is necessary, then, is to recognize that many northern students must first learn to speak English before they can learn to read English. Teaching adults the language which will be the medium of instruction in a basic literacy course or any other training is attacking as close as possible to the root of the barriers that keep Indian and Metis people from having the power to manage their own affairs.

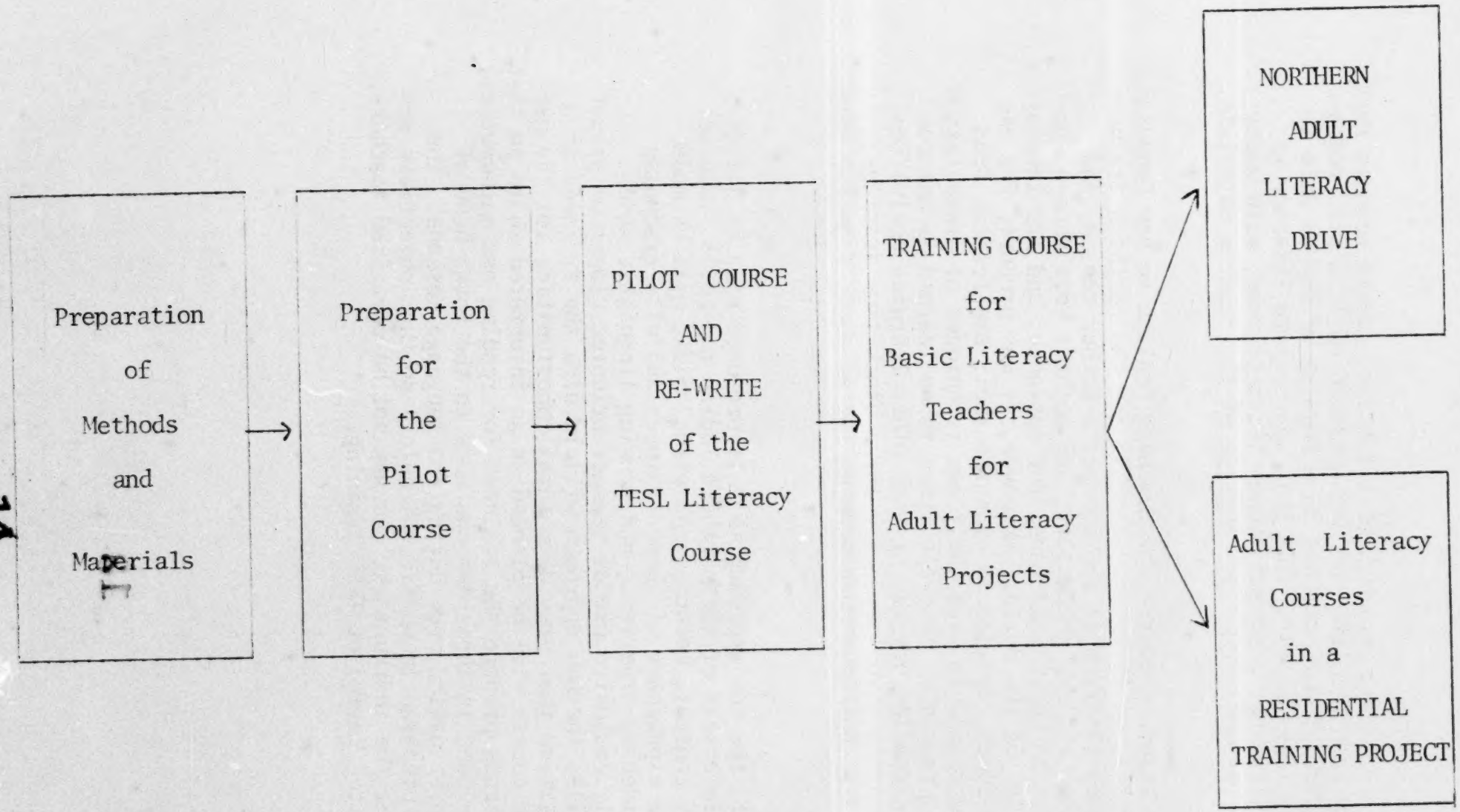
TEACHING ENGLISH AS A SECOND LANGUAGE

The principles and methods of TESL (Teaching of English as a Second Language) grew out of research and experience in the teaching of English as a foreign language. Language teachers assert that "knowing" a language means mastering the basic structures of that language along with a useful vocabulary which can be expanded as the learner's language needs grow. Mastering the structures and vocabulary means that in a given situation the learner can respond, automatically, with appropriate utterances in the new language. The learner's mother tongue is not used, or is rarely used, during instruction in the new language. Automatic language habits are developed through repetitions of sentence patterns, with substitutions of vocabulary, in real or realistic situations, by means of a wide variety of instructional techniques. Progress is made as the learner masters carefully graded sentence patterns, gradually increasing in complexity. Reading and writing of these sentences follows oral learning.

Whereas the standard approach of a literacy course assumes that learners already know English, the new approach of TESL will recognize that northern trainees may not know English or may be able to use English very inadequately. The TESL approach to literacy is based on the belief that a person cannot learn to read, with understanding, if he does not know the language of the reading materials.

Although a standard course for teaching English to New Canadians uses the TESL approach, it is not suitable for the northern trainees because it assumes literacy in the learner's mother tongue, and because the lesson topics, vocabulary, and methods were chosen for educated adults, who understand maps, for instance, and are interested in other countries of the world. Moreover, it was prepared for use by qualified teachers, trained to organize their own lessons from large units of work and to plan their own techniques of presentation and drill. The program of language items to be learned is not coordinated with a reading program or with other learning activities. The only accompanying visual aids are large black-line drawings, some of which would not have much meaning for an adult from the rural North.

In contrast, the new approach that is proposed will be directly related to the interests of the northern Indian and Metis trainees. The selection of content, methods, and visual aids, will be made according to the experience of these trainees and will gradually reflect their widening experience and growing linguistic needs. Instead of nearly exclusive use of teacher-oriented classroom presentations and drills, the new approach will involve the trainees in a variety of activities that provide natural opportunities for the use of English. The course will be planned as an integrated whole so that the language lessons prepare the trainees for reading and mathematics, and the language used in those lessons adds to the total body of English that can be called upon during the language lessons. The program will be prepared in sufficient detail so that objectives are clear and so that the instructors, who may not be certified teachers, need only a limited period of TESL training.


Preparation of Methods and Materials
Preparation for the Pilot Course
PILOT COURSE AND RE-WRITE of the TESL Literacy Course
TRAINING COURSE for Basic Literacy Teachers for Adult Literacy Projects
NORTHERN ADULT LITERACY DRIVE
Adult Literacy Courses in a RESIDENTIAL TRAINING PROJECT

Sequence for Adult TESL Literacy Programs

III DEVELOPMENT OF METHODS AND MATERIALS

A development team will be created to plan a TESL Literacy Course, to prepare all the materials needed for it, and to conduct a pilot course to test these materials. The members of this team will make themselves aware of the culture and environment of the northern people, and the program developers will gain an understanding of the structure and phonology of the main Indian languages of the region, before they prepare the materials.

Recommended Methods of Oral Instruction:

All instruction will take place through the medium of English.

Experience shows that steady, prolonged language study requires a higher degree of concentration and a stronger motivation than many northern adults are able to bring to a training course. It is also known that trainees will feel increasingly motivated to continue if they begin to be successful quickly and if they see that they are making steady progress. Furthermore, progress in language learning can be made most quickly if the language is approached on more than one "front" and if the use of the language is necessary for carrying out other activities.

Therefore, the TESL Literacy Course will include a variety of oral language approaches and activities, such as:

(1) Direct oral teaching by an instructor with a small group of students, following a prescribed program of selected, graded structures, with suggested initial vocabulary of content words, utilizing many types of visual aids, such as projectuals for an overhead projector, and many devices such as dialogues, role-playing, and language games, as well as short drills. Film strips prepared to show sequential scenes from traditional Indian tales and legends will be used.

It will also be necessary to give a limited amount of special coaching in the production of certain English sounds that do not occur in a student's mother tongue. It is essential that the students be able to differentiate English phonemes because the reading program will be based on the correspondence between sound and printed character.

(2) Language laboratory practice, as a reinforcement of other methods. The language laboratory will be utilized fully and creatively by combining its facilities with visual aids, such as colored slides or projectuals, to stimulate responses realistically, rather than delegate to it nothing more than sterile drills. It will also prove useful in certain aspects of pronunciation practice and in testing.

(3) Daily "mini-visits", or other group activities, during which an instructor or a student takes pictures with a Polaroid Land camera so that, after the visit, the group has an immediate pictorial record of what they themselves have just done, seen, heard, or otherwise experienced. The instructor will then assist the students, by means of certain pre-selected structures, to give an oral account from their own experience, and to add to their vocabulary.

These "mini-visits" are not elaborate field trips. On the contrary, the simpler and more ordinary they are, the better, so that the students will quickly become able to speak about everyday occurrences in their own lives. Some possible examples: a walk around the training centre; a visit to a barber shop; a visit to a counsellor's office; a walk around the block.

As an alternative to a "mini-visit", a group will participate in a co-operative activity that involves some kind of learning that is intrinsically useful. For example, an instructor may use a recipe and demonstration to get a group of ladies to prepare a cooked dish, or oral instructions and demonstration to teach a simple household repair. Throughout the activity certain pre-selected English sentence patterns and vocabulary will be used as the group achieves the desired result of an appetizing dish or a non-leaking water tap. Thus, the students will not have to wait for an uncertain future to appreciate the desirability of learning English, as a tool for gaining other goals. The full value of these activities will become apparent when the students reach the stage of learning to read. When they are able to substitute written instructions for the instructor's oral directions and demonstration, they will see an immediate and direct connection between the ability to read and their own independence in self-improvement.

Since the Indians' own way of learning has traditionally been sensory, and based on experiment and observation, this way of learning the new language through association of what they see, do, and hear is particularly suitable.

A Structural Approach

There are two kinds of words in the English language - content words and structure words (or form words and function words, or other terminology according to which grammarian one reads). An understanding of the difference is essential for understanding a systematic program of teaching English to non-English speakers. This difference will illustrate the need for being able to use English rather than merely be able to say some English words.

Content words are those in which lexical meaning predominates, and structure words are those in which grammatical meaning predominates. When a person is just beginning to learn a language but is forced to try to use it with his rudimentary knowledge, he often finds that he can "get by" by speaking only the content words. A certain amount of information can be conveyed thus, especially if both speaker and listener are together in the presence of an observable situation, but it is obvious that the information is not made clear. It should also be obvious that such speech is a poor foundation for comprehending the sentences found in reading books or for writing sentences that can pass on exact information to someone who has not experienced the same situation.

The number of content words is infinite, but the number of structure words is limited, and their various arrangements into the structure of English can be listed and described. It is then possible to select the structures most necessary for communication in English, grade them according to difficulty, or dependence on previous knowledge, or the special needs of the particular learners, and thus to arrange a systematic program of objectives in the learning of English.

As a generalization, one can say that content words are relatively easy to learn, especially in the early stages of language work before much abstract language is tackled, because it is usually possible to help learners associate the word and its meaning directly by using real objects, pictures, and actions. Structure - the grammatical words and their essential arrangements - is more difficult to master, but one cannot make progress in a language beyond the rudimentary stage without this mastery.

A Situational Approach

Because meaning is so important for any learner of a language but even more so for a learner who may not be so keenly motivated as others, Fluency First will use what is known as a situational approach. That means, in simple terms, that every new language item - not only the content words - will be presented and practised in such a way as to demonstrate its natural and correct use, to illustrate under what circumstances that pattern is used. In this way, the student gradually builds up in himself the same sort of intuitive sense of using the new language that a native speaker acquires over a period of years in his childhood.

Situations can be created by using real objects, pictures, actions and activities, dialogues and role playing, all of these in an almost infinite variety of ways. An additional reason for using a situational approach is that the variety of media and activities tends to increase a student's interest in his course of study after he has entered it. The approach may be especially suitable for learners of Indian ancestry since the traditional Indian way of learning was through sensory experiences, observation of a process, and repeated attempts to do the same things until mastery and even expertise were achieved.

Fluency First proposes to begin with situations that are familiar to an adult student from the North and gradually to work outward from his experience to new situations that he will eventually have to meet in the content of an upgrading or trade course.

For this reason Fluency First will use activities, such as home and machine repairs and visits, as one vehicle for demonstration and practice of the graded language items. Such activities should also help to maintain the level of interest and sense of relevance necessary for an adult course. The language that the students use orally during these activities can then be put on paper for pre-reading work before they begin to read from prepared books.

Methods of Teaching Mathematics

The first mathematical work will be based on the practical experience and needs of adult trainees and will involve activities

with unstructured objects, partly to stimulate interest and partly to reinforce mathematical concepts that may have been only vaguely formed in a student's mind. At the same time, the activities will provide opportunities for using English sentence patterns, vocabulary, and useful language formulas.

For this purpose, a classroom will be equipped with objects of different sizes, shapes, colors, and weights; simple measuring equipment, such as sets of balances, rulers, containers; clocks and calendars; artificial money; objects for shopping; materials that can be cut for understanding fractions; and so on. Structured materials, such as Cuisenaire rods, will also be available.

Number and arithmetic games will be used frequently, as well as simple oral problems, as the students' understanding of English grows. A major aim will be that the students master the simple stages of the four arithmetical operations and become able to use these operations in practical situations involving money. As they become able to read sentences, printed verbal problems will be introduced and printed booklets of programmed instruction will be used.

The Development Team

The team will consist of a Program Developer and his Assistant Program Developers, Artists, and a Language Laboratory Technician.

The program developers, who will be TESL specialists, will write the basic program of oral lessons, giving detailed guidance so that the instructors, who will probably not be trained teachers, can follow them. The selection of structures, content words, and topics will be related to the students' experience and new needs. The oral program will at all times anticipate the needs of the reading program and will also be co-ordinated with the mathematics program. They will prepare language laboratory exercises based on the oral program. They will collect and prepare for use traditional Indian tales and legends from this northern region. They will prepare the reading materials for the reading and writing program and select a published series for later stages of reading. They will prepare the mathematics program in co-ordination with the basic oral language program, and they will recommend practical materials for teaching mathematics. They will develop a simple test of oral English to be given to the trainees on entry.

The artists will prepare the visual aids needed for the oral program and illustrations for the reading materials, including cartoon-strip stories and sequential scenes from the traditional Indian stories.

The language laboratory technician will tape the exercises prepared by the program developers and will be in charge of servicing and arranging the tapes and servicing the machines. When the course begins, he will assist the instructors and students in using the language laboratory.

Re-Write

The development team will conduct a pilot course to test the methods and materials they have prepared. During the pilot course and after its completion the development team will make improvements in the materials and methods on the basis of experience. In consultation with the instructors in the pilot course they will prepare sets of materials so that a complete "package" of everything necessary for a TESL Literacy Course will be available for adult literacy projects in northern communities.

IV CONDUCT OF THE PILOT COURSE

The pilot course, under the direction of the development team, will be held in Prince Albert or in some suitable northern community. The purpose will be to test the methods and materials of the TESL Literacy Course so that it may be re-written on the basis of experience and prepared for use in adult literacy projects.

Recruitment of Students

For the pilot course a group of at least thirty students will be recruited, representing at least two main Indian languages of the area, Cree and Chipewyan. Students will be chosen for the pilot course only if they qualify for government support during upgrading and vocational training after completing the TESL Literacy Course.

While the methods and materials of the course are being developed, government officials in the North will be given information about it and will be asked to assist in recruitment by informing adults about it and by recommending individuals. Later, the counsellors (see Section V) will travel to northern communities to interview prospective students and to make definite selections.

Grouping and Individual Progress

Although it is agreed that adults should progress at their own rate, the very nature of oral language teaching precludes instruction that is absolutely individualized at first. If, for instance, there were a one-to-one instructor/student ratio, the advantage of individualized instruction would be offset by the loss of group support and of the possibility of realistic conversational situations.

However, the learning groups will be kept small (e.g. between six and ten persons) and flexible. Regular staff evaluations will be held to assess progress and change individuals from one group to another to allow fast progress where possible and to provide more help where necessary. After the students reach the stage of reading from books, they will be able to move ahead at their own individual rates.

When students first begin the course, their ability to understand spoken English and to speak it will be tested so that they can be assigned to appropriate groups. Any ability to read and write some English will be assessed at this time also.

After an introductory stage the grouping for mathematics may differ from the grouping for language lessons, as experience has shown that some students will have developed a fair degree of conceptual understanding through their own language whereas others may not have developed even elementary concepts.

Life Skills

The usual Life Skills course is not suitable for students who

cannot speak English. However, students will need help in adjusting to the new life away from their familiar northern community if they move to Prince Albert for training. Furthermore, the program of studies, taking place in a new language, will put a severe nervous strain on the students.

For these reasons, each day there will be a period for group talk, using their mother tongue, with a counsellor who speaks that language. This will be a time for evaluation of what they are learning, explanations of things and events that bewilder them, discussion of practical living problems, and planning of social events.

Counsellors will dispel any suggestion that there is something wrong with speaking their own language, and will emphasize the idea that the students use English throughout their lesson periods solely for the purpose of gaining facility in a language that will be useful to them. The very fact that a time for discussion in the mother tongue is deliberately planned will be a demonstration that the Indian languages are valued.

Follow-Up

All students in the pilot course who reach Grade 5 level will be able to continue with the provincial upgrading course until Adult 10 or high school equivalency, as required. During the course their interests and aptitudes will be investigated so that they can be directed to suitable occupational training when they are ready.

V TRAINING OF INSTRUCTIONAL STAFF

Instructional Staff for the Pilot Course

A training team, consisting of a supervisor, instructors, and counsellors, will be created during the developmental period before the pilot course begins.

The course supervisor will be in charge of training and instruction. He and the development team will plan and carry out the training of instructors. During the pilot course they will continue to give the instructors training and professional help.

The instructors, who need not be trained teachers but who must speak English well, may be Indian and Metis persons. Before the pilot course begins, they will receive TESL training of a practical nature, specifically based on this TESL Literacy Course. This training will include: simple theory of language learning and teaching; the meaning of language structures, sentence patterns, content words, and language formulas; substitution; use of all kinds of visual aids in the course; use of the visual aid equipment; techniques of presentation and drilling of language items; use of dialogues, language games, and stories; methods of improving pronunciation; methods of teaching reading and writing; methods of carrying out activities in the mathematics room; use of controlled English in mathematics activities and other training activities. They will learn how to plan and carry out a "mini-visit" or other group activity, with its follow-up, and they will learn about the use of the language laboratory and ways of helping the students during language laboratory sessions.

After the pilot course begins, certain instructors will specialize in oral language teaching, in the teaching of reading and writing, or in mathematics teaching. They will continue regular discussion-practice sessions with their supervisor in order to be prepared for the special demands of daily lessons.

A feature of the training methods will be the videotaping of practice teaching lessons, followed by group discussion and critique.

Incidentally, a valuable by-product of this training of Indian or Metis persons in language teaching techniques is that they would be able to use similar methods to give instruction in Indian Languages to non-Indians. There is a growing demand today among government officials, nurses, members of the legal profession, and others, to learn to speak Indian languages, and it is very difficult to find capable teachers to satisfy this demand.

The counsellors will be bilingual Indian or Metis persons. There will be at least one counsellor who speaks the language used

by any of the students. Their training will be planned in consultation with the development team and course supervisor. In their training the counsellors will learn about the purpose and methods of the course. They will also learn about the resources of the training centre in Prince Albert, and about financial arrangements for the students. They will discuss the personal problems that can be anticipated and learn some practical ways of helping the students with such problems. They will learn how to advise the students about what educational and vocational opportunities will become available to them, and under what circumstances. With the help of established government departments they will make arrangements for recruiting students. If students are to be brought to Prince Albert, the counsellors will make careful plans for their accommodation and reception on first arrival, and thereafter will help the students adjust to their new environment. In some cases it may be necessary for a counsellor to accompany students from their northern communities if they travel to Prince Albert for the pilot course.

VI EVALUATION

The evaluation of the courses would be based on the comparative effectiveness of the new methods with the existing methods. In addition, the evaluation will be designed to identify the characteristics of individual lessons and methods which speed or slow the learning, thus permitting the development of specifications for revised courses.

VII SUGGESTIONS FOR PROJECTS FOLLOWING EVALUATION

Assuming that the evaluation substantiates the use of the new methods, the following projects could be undertaken.

Northern Adult Literacy Drive

In northern communities an intensive drive for adult literacy

will be organized, using the complete "package" of TESL Literacy Course program and materials created by the development team, and employing the basic literacy teachers trained by a training team.

Illiterate adults in a northern community will be encouraged to enroll in a literacy course by a Literacy Organizer, who will visit the community before a course is begun. The counsellors from the pilot course could become effective literacy organizers. In addition to recruiting students for the literacy course, they would be able to give advice about further training and career opportunities.

In some communities a day-training scheme may be possible, and in others evening classes may be more suitable. The teachers will adapt their methods to fit the local needs.

It is understood that for some persons (e.g., an older housewife) the proposed literacy course may be a worthwhile end in itself, but that for most students the purpose of the course will be to lay the necessary foundation for successful upgrading and occupational training leading to employment.

It will be desirable for the provincial government to appoint qualified persons, well acquainted with the TESL Literacy Course, to supervise the courses and teachers in northern communities, giving professional help and support.

Literacy Courses for Northern Families in a Residential Training Centre

In an attempt to free students from the anxieties caused by absence from their families, to separate them from an environment that tends to stultify the urge to improve themselves, and to avoid the social imbalance stemming from the education of one member of a family while others remain illiterate, a total-impact, residential adult education project will be established for Indian and Metis persons in the North. A residential scheme may prove especially suitable for Indian people, many of whom share the attitude that one person should not compete with his peers in order to rise above them but should progress as others in his group progress.

In this project the TESL Literacy Course will be the first step on the educational ladder, available for any student who needs it.

Upgrading courses will follow to take students to an Adult 10 or high school equivalency level. There will also be a range of occupational training, geared as closely as possible to existing or planned employment opportunities.

Experience in the teaching of a new language to adults has shown that "immersion" or "semi-immersion" techniques, whereby the learners are required to use nothing but the target language throughout the entire day, can be effective in hastening the acquisition of automatic language habits. However, that requirement is considered unwise for this residential scheme, chiefly because of the probably hostile reaction of the students, who may have bitter memories of similar rules and punishments for infringements in Indian residential schools of the past. Moreover, a rule forbidding the speaking of any language but English might well leave the project open to the charge that "cultural genocide" was being perpetrated by seeking to eliminate the Indian languages.

Rather, plans for the living and recreational arrangements will be so made that, as the students' knowledge of English grows, there will be natural situations in which the use of English is necessary. In this regard, it is important to ensure a mixture of persons from different Indian language groups in every intake.

There will be classes in cookery, sewing and knitting, child care, home health, household management, home repairs, and home workshop activities. These will be organized so that they can be an essential part of the language learning and literacy program.

All the students will participate in a Life Skills program, modified for the literacy students, as outlined in Section IV. The community living implicit in the project will be, in effect, a Life Skills laboratory. Students will elect representatives to governing councils, the responsibilities of which will be clearly delineated.

There will be housing facilities for single men and women, married couples without children, and married couples with children. The children will be able to attend a nearby provincial school, but a well staffed and equipped child-care centre for pre-school children and for children's play will give the youngsters a head-start and an opportunity for physical and social development. Special coaching

will also be available for older children who need extra help with their studies. A Home and School Association will be organized.

There will be a recreation centre for both sports and hobbies. The students will manage their own recreation program. There will also be a library and a reading room stocked with newspapers and magazines as well as books. Participation in work for voluntary organizations will be encouraged.

Occupational counsellors at the project will maintain close liaison with Manpower offices throughout the region and with any development schemes in the communities from which the students come so that a student will have the maximum possibility of finding the employment he desires after his training is completed.

PART TWO

FLUENCY FIRST

Specifications for the course.

SASKATCHEWAN NEWSTART INCORPORATED

1971

INTRODUCTION TO PART TWO

Fluency First is planned as an oral programme of graded English structures, presented and practised situationally through activities, for learners of English as a second language; it is to be integrated with a Basic Literacy course for adults in the Canadian North, so that the instruction in reading and writing is based on the oral English learned by the students.

During the time I have worked on this assignment, as I have examined part of the veritable flood of commercial and governmental TESL courses for educational situations all over the world, I have often been tempted to think that a Fluency First course would have nothing more special to offer than a cultural bias towards life in communities of the northern part of Canada. If that were so, probably the most sensible thing to do would be to choose a course that was prepared to satisfy needs similar to the needs of illiterate adults in the Canadian North and adapt it with appropriate pictorial material and place-names.

Even finding such a course, however, is very difficult. Almost every commercial course for adults has been prepared for those who want to learn English but who are already literate in their own language. Most of these Teaching English as a Second Language (TESL) courses are for a fairly sophisticated, urbanized student. On the other hand, adult literacy courses usually assume that the student already speaks English. Among the few courses I have seen that were made for illiterate adult learners of English, not one has made a thorough-going attempt to integrate all stages of oral learning, reading, and writing. I have concluded, therefore, that there is no available course for Fluency First to adapt merely by giving it an orientation towards the Canadian North.

I believe that Fluency First can also offer two other features that are unique among TESL courses, features that may prove of interest to the whole field of language teaching and learning.

One of these features is the double-track approach to the problem of students who enter the course already knowing varying amounts of English. The Unit Track and Lesson Track plan is described in Section Three, "Instructional Arrangements", of this report. As far as I know, no other course is written so that students will not have to "learn what they already know" but at the same time

are not denied a necessary check of their fluency in oral English at each stage of structural development. In other oral English courses, this problem is either ignored or its solution is left to chance, to a classroom teacher's skill and judgement, or to a machine, with the result that the student is often cheated and the machine not used to best advantage.

The second feature that I believe is unique is the planned daily "Talking Hour", conducted in the students' own language. The use of this "Talking Hour" as part of a language-learning method and the reasons for this proposal, based on the research of educational psychologists, are also described in Section Three of this report.

One further feature that is unusual in language courses, if not unique, is the detailed use of instructional objectives at each stage. As can be seen in Chapter Four in the section on "Structural Objectives", the Fluency First structural programme can be written to indicate the level of performance required for each structure. Most TESL courses leave this question entirely up to individual teachers, and often the students are compelled to waste time and suffer frustration while struggling to attain an automatic response level in a structure for which a far less demanding level of performance is quite adequate.

I LITERATURE SURVEY

From the large and ever-growing mass of books and courses in the field of language-teaching and, specifically, the teaching of English as a second language, I have tried to select texts by authors of high reputation and courses directed mainly towards the teaching of adults. I have made a deliberate effort to recommend for purchase books and courses written in different countries, such as England, the United States, Canada and Australia, so that the Saskatchewan NewStart TESL collection would have a broad and balanced outlook on the subject of language-learning.

I have also included in this report the comments that I was asked to make on other books, articles, and courses concerning TESL that have been acquired by NewStart.

Unless it is otherwise noted, all this material is now available at Saskatchewan NewStart, or is on order.

A. Books concerning Language and Language-Teaching

I feel sure that any programme developers who have recently been studying linguistics and TESL will be well acquainted with these books. On the other hand, some members of the development teams may be newcomers to the field and will need to gain rather quickly some background knowledge and specific information about language-teaching.

I have, therefore, not attempted to write long reviews of the books but have written only a short summary, as requested, and have indicated which books I think will prove particularly helpful to those who are learning about TESL.

1. Books recommended for the attention of the development teams:

Allen, Harold B., ed. Teaching English as a Second Language: A Book of Readings. New York, McGraw-Hill Book Company, Inc., 1965.

Since some of the most noted authorities in the field of teaching English as a second language have contributed to this book, it is well worth examination by any members of the development team who are not already acquainted with it. However, the reading should be selective. Some articles are rather esoteric. Most of the contributions are short enough so that one can quite quickly acquire the information one wants from an essay on a subject of interest.

bek'áyatti dittiśé. (A Chipewyan Primer). Cold Lake, Alberta, Northern Canada Evangelical Mission, Inc.

This primer will be of interest to a developer with linguistic training. It is interesting to compare it with Li Fang-Kuei's description of Chipewyan sounds. It seems to me after superficial examination that the writers of the primer must have decided that vowel length need not be marked, whereas Li seemed to show that length is significant.

Corder, S. Pit. The Visual Element in Language Teaching. London, Longmans, 1966.

This is a short, realistic book about language-learning and the relevance of audio-visual aids to language instruction. It provides very good background for a developer of a course.

This would be a good book for the artists who prepare the visual materials for Fluency First to read. It would also be useful for the trainers of instructors.

Gleason, H. A. An Introduction to Descriptive Linguistics, rev. ed. New York, Holt, Rinehart and Winston, 1961.

Since this book is often used as a basic text in university linguistics courses, the programme developers are probably well acquainted with it. Newcomers to TESL would probably find much of it difficult, and it is not directly related to the practical problems of teaching English.

However, the author used the Cree language as an illustration of one type of verb structure. Chapter 9, "Some Types of Inflection", is therefore of special interest to Fluency First.

Halliday, M. A. K., Angus McIntosh, and Peter Strevens. The Linguistic Sciences and Language Teaching. London, Longmans, 1964.

The authors have attempted to show that the study of the workings of the English language should interconnect with the teaching of English as a second language. Thus, the book aims at a scientific basis for language-programme development and classroom teaching. It is not an easy book, and to a certain extent it is more theoretical than practical. Nevertheless, anyone engaged in the actual writing of the Fluency First course would find value in its discussions of the "framework of organization" of a course: "limitation, grading, presentation, and testing." The description of the process of vocabulary selection in Chapter 7 is very interesting.

Kehoe, Monika, ed. Applied Linguistics: A Survey for Language Teachers. New York, Collier-Macmillan Teacher's Library. The Macmillan Co., 1968.

Although the material in this book tends towards oversimplification, it is useful as an introduction to TESL. There is an interesting chapter by Elliott on "Teaching and Training." A list of information sources is printed on pages 150-154.

Lado, Robert. Language Testing. London, Longmans, 1961.

This has become a standard text on testing and test questions in foreign-language teaching. It does not, however, solve Fluency First's problem of pre-testing the illiterate candidates for entry to the course. The author is obviously concerned mainly with testing in schools and colleges.

Lado, Robert. Linguistics Across Cultures. Ann Arbor, University of Michigan Press, 1957.

Because this book stimulates thinking about the cultural and linguistic problems of a language-learner, it is very valuable and should be read by all members of the development team. The last chapter, "How to Compare Two Cultures" is especially useful. Newcomers to TESL may find some of the other chapters rather technical and would want to skim them.

The book suffers from a doctrinaire attitude: in order to prove his points about interference from the mother tongue while learning a new language, the author gives as examples some imaginary mistakes that are highly improbable in actual classroom experience.

Lee, W. R. Language-Teaching Games and Contests. London, O.U.P., 1965.

Many courses prepared for the teaching of English as a second language include a few language games. This book has the merit of describing many games, of different types, and also of offering in the introduction practical advice to teachers about the use of games under varying circumstances.

Probably the most useful sections for Fluency First are those on oral games and pronunciation games. In the sections on reading and writing games and spelling games there are alsc suggestions that may appeal to the adult learners of Fluency First, at the appropriate stages.

The oral games are related to specific structural patterns, special words such as numbers, and to different tenses. The author shows how the same games can often be used at different stages of a course in extensions of a pattern or for different tenses.

In the section on pronunciation games there are a few practical, even amusing, ways of showing learners how to produce certain English sounds.

Lee, W. R., and Helen Coppen. Simple Audio-Visual Aids to Foreign-Language Teaching. London, O. U. P., 1970.

This simplified and practical presentation shows how audio-visual aids can be used in the teaching of languages and how they can be made, if necessary. Much of the advice about making aids is not necessary at Saskatchewan NewStart, where there are experts in this field. Even in the matter of training instructors, this book may not be so much needed here as it is in other places, because probably NewStart audio-visual experts will assist in the training of instructors for Fluency First.

However, it is salutary for programme developers to remember that sometimes the best aids for language teaching are not the latest and most complex machines, but are realia which can (indeed must) be collected, not bought or made. Furthermore, if Fluency First is to be sufficiently adaptable to be used in some northern settings, it should not rely entirely on mechanical devices that can break down, far from repair centres, or which can be rendered useless by a power shortage.

I recommend that a programme developer scan this book, making a list of necessary aids, particularly of realia, so that collections can be made and so that the artists can produce the aids steadily, without being rushed at the end.

Li Fang-Kuei. "Chipewyan". Viking Fund Publication in Anthropology, No. 6, Linguistic Structures of Native America, 1946.

For the programme developer with linguistic training this is an extremely valuable publication, as it is the best description of the Chipewyan language that could be recommended by the University of Saskatchewan.

Mackey, William Francis. Language Teaching Analysis. London, Longmans, 1965.

This book is for the dedicated only. It is an exhaustive treatment of language teaching, with a wealth of illustrative detail. It probably stands in a class by itself as an excellent authority.

The two appendices on language drills and language games are of general interest. There is an extensive topical bibliography at the end.

Ohanessian, S., ed. The Study of the Problems of Teaching English to American Indians. Report and Recommendations. Washington, Centre for Applied Linguistics, 1967.

Although this report is mainly concerned with school children, I believe that the developers of Fluency First would find it worthwhile. A limited amount of information was also collected on adult education programmes. Some of the observations about the way certain Indian peoples learn are thought-provoking.

Perren, G. E. Teachers of English as a Second Language: Their Training and Preparation. Cambridge, Cambridge University Press, 1968.

Even though some of the chapters refer to specific world-areas, all of this practical book is valuable for the development teams to scan. For instance, even in the chapter on teacher

training in Africa, the exposition provides insight into some language-teaching problems. However, much of the book can be skimmed. Chapter 2, "Training of Teachers of Adults", is a bit disappointing because it concerns mainly teachers for literate, well educated adults.

Pittman, G. A. Teaching Structural English. London, Ginn and Company, Ltd. 1967.

This is a good book for those just learning about TESL. It is a straightforward account of some important features of English structure, with useful advice about teaching them. The author is very practical.

Pittman was one of the authors of Situational English, the commercial course developed from the well known English for Newcomers to Australia.

Pohorecky, Zenon. Saskatchewan Indian Heritage. Part 1. The First 200 Centuries. Saskatoon, Extension Division, University of Saskatchewan, 1970.

Since this book concerns the history of Indians in Saskatchewan, it has only indirect bearing on Fluency First. However, there are comments about both the Cree language and Athapaskan languages, of which Chipewyan is one, that are of interest to Fluency First developers.

Rivers, Wilga M. The Psychologist and the Foreign-Language Teacher. Chicago, University of Chicago Press, 1964.

This is a very valuable book for all the developers. Dr. Rivers describes the assumptions of the audio-lingual method, investigates the psychological theories underlying those assumptions, and makes very practical suggestions about classroom teaching of languages on the basis of psychological studies and conclusions.

Rivers, Wilga M. Teaching Foreign-Language Skills. Chicago, University of Chicago Press, 1968.

The author's purpose in this book was to consider the linguistic and pedagogical background to the necessary teaching skills. It is not applied specifically to the teaching of

English, but to the teaching of any foreign (or second) language. One special merit of the book is that Dr. Rivers has no linguistic or psychological "axe to grind"; she applies familar theories if they are useful and shows where their usefulness lies.

This book is not essential reading because it concerns a student group quite different from Fluency First students, but it has general value because it is soundly based yet practical.

Soveran, Mrs. Marilylle. From Cree to English. Part One. The Sound System. Saskatoon, Indian and Northern Curriculum Resources Centre, University of Saskatchewan, undated.

Mrs. Soveran's work will be of very great assistance to the developers of Fluency First and to the trainers of instructors.

I hope that the pronunciation exercises for Fluency First students will use words that the students have learned. Mrs. Soveran has more faith in the efficacy of tongue position charts than I have, but they may be helpful to adults.

Stack, Edward M. The Language Laboratory and Modern Language Teaching, rev. ed. New York, O.U.P., 1966.

This is a standard American text about language laboratories and their use. Although it tends to be more interested in the mechanics of taping, laboratory use, and administration than in the needs of the student and the integration of laboratory work into the total course, the book should prove useful as a reference.

Steeves, Roy W. A Handbook for Teachers of English (Americanization-Literacy). Sacramento, California State Department of Education, 1967.

This publication is worth study. Some valuable sections are: required contents of a course in English; selection of textbooks; descriptions of certain tests, including Lado's Test of Aural Comprehension (for testing the ability of non-native speakers of English to understand spoken English).

Stevick, Earl W. Helping People Learn English. Nashville, Abingdon Press, 1957.

This is one of the best available books for use as an introduction to TESL. Theory is presented simply, and numerous practical examples of teaching techniques are provided. The chapter on the English language is written in an uncomplicated way so that non-specialists can grasp the essentials. He even shows three main transcription systems so that readers can be prepared to meet different phonetic representations in different texts. The author also gives specific advice about treating adult students differently from children.

Stevick, Earl W. Supplementary Lessons in American English for Advanced Students. Nashville, Abingdon Press, 1956.

The idea embodied in this collection of readings is a good one and might be used in the later stages of Fluency First. Each lesson contains a story, with a partial glossary and a series of exercises following a similar routine each day and leading up to free oral or written composition. The stories and exercises are controlled structurally. Similar stories and exercises on topics of more local interest might help Fluency First students learn how to tackle new vocabulary in their reading as they approach the grade 5 level.

Stevick, Earl W. A Workbook in Language Teaching. Nashville, Abingdon Press, 1963.

This is not a workbook for students of English as a second language but for teachers being trained as TESL. As such, it could prove very useful in the training of instructors for Fluency First. There is a section on the English sound system (which probably goes into more detail than Fluency First instructors would have time for); a section on drills, which is also useful for the writers of the Fluency First programme; and a section on grammar, which may not be so useful to Fluency First instructors.

The extremely practical and clearly stated advice is based on extensive experience.

Turner, J. D. Introduction to the Language Laboratory. London, University of London Press, 1965.

This handbook explains the different types of language laboratories available, discusses various laboratory teaching techniques, and emphasizes the integration of laboratory work with the rest of the language-teaching programme. There is also a good section on the maintenance of equipment and tapes.

Anyone who is involved in script and tape preparation, as well as the training of instructors, should see this book.

West, Michael. A General Service List of English Words. London, Longmans, 1953 (rev. ed.).

This book is for reference only. The list shows approximately 2000 words with their various meanings and uses. The comparative frequency value of the meanings for each word have been added to show their relative importance.

An interesting point about vocabulary frequencies in relation to programme development is apparent, by chance, in the example used for an introductory explanation. Four uses of the word game are listed as common enough to be taught; the compiler indicates that the use of game to refer to animals can probably be omitted. Yet the northern students of Fluency First courses might well hear game used more often in relation to birds and animals than to football or bridge. Developers who are familiar with the prospective students' environment and culture will be alert to this type of special need.

Young, Robert W. English as a Second Language for Navajos: An Overview of Certain Cultural and Linguistic Factors. Albuquerque, New Mexico, U. S. Department of the Interior, Bureau of Indian Affairs, 1968.

Although this book concerns the Navajo language and culture, it is an important book for the development team. Non-specialists, however, may not wish to plod through all the Navajo linguistic description.

The book is important, first, because it stimulates thinking about the problems of cross-cultural education, particularly when the two languages involved represent two very different world views; and second, because Navajo is an Athapaskan language, like Chipewyan, and there are many similarities.

2. Bibliographies.

A Language-Teaching Bibliography. Compiled and edited by the Centre for Information on Language-Teaching and the English Teaching Information Centre of the British Council. Cambridge, Cambridge University Press, 1968.

Reference List of Materials for English as a Second Language. Part I: Texts, Readers, Dictionaries, Tests. Washington, Centre for Applied Linguistics, 1964.

These two publications complement each other: the first one provides a guide to books on the theory and practice of foreign-language teaching, and the second contains a list of course materials.

Allen, Virginia, F., and Sidney Forman. English as a Second Language - A Comprehensive Bibliography. New York, Teacher's College Press, undated.

In a way, this bibliography is more useful than the other two, although it does not provide descriptions of the contents of the material listed. In addition to the fact that a wide range of books, courses, and research papers from different countries has been listed, the publishers' addresses are given and book prices are stated.

Audio-Visual Material for English Language Teaching: a Catalogue. London, Longmans, 1967.

This British Council catalogue is comprehensive, providing material about TESL (or TEFL) tapes, discs, films, and programme materials produced in Britain, Western Europe, and North America. It gives short descriptions, technical details, and prices.

3. Books which seem to be of less value for the development teams.

Huebener, Theodore. How to Teach Foreign Languages Effectively. New York, New York University Press, 1965 (rev. ed.).

This work, based on audio-lingual principles, concerns languages other than English, taught in American schools. It is thus not directly relevant to Fluency First.

There are, nevertheless, a few interesting and useful sections: e.g., a reminder that vocabulary lists built up around a central topic should contain words and phrases other than nouns; support for having a standard lesson plan; a list of "teaching devices" (pages 122-124) that would perhaps be helpful in the training of instructors; a list of topics (borrowed from Nelson Brooks) connected with a person's cultural background.

Jacobs, Roderick A. On Transformational Grammar: An Introduction for Teachers. Oneonta, New York, The New York State English Council, 1968.

The author has attempted in this short book to take some of the mystery out of the formidable subject of transformational grammar. He explains the required terminology, illustrates the use of nodal diagrams, and gives annotated examples of different kinds of transformations. As he himself admits, a short book of this nature necessarily oversimplifies.

Phillips, Nina. Conversational English for the Non-English-Speaking Child. New York, Teacher's College Press, 1967.

The author presents here an account of the audio-visual-lingual approach to English as a second language with special emphasis on the needs of the disadvantaged child. Although she is concerned with children, mainly in an American urban setting, much of what she writes about the attitudes of teacher and learner is relevant to Fluency First. Thus, Chapter 2, "Frame of Reference", and Chapter 3, "The Audio-Visual-Lingual Theory", may be scanned with profit.

Quilter, Daniel. Do's and Don't's of Audio-Lingual Teaching. Waltham, Massachusetts, Blaisdell Publishing Company, 1966.

This brochure is not of much value to Fluency First. It seems to be based on a rigid interpretation of the audio-lingual method and is obviously directed towards teachers of students quite different from Fluency First students.

Stern, H. H. Perspectives on Second Language Teaching. Modern Language Center Publications, No. 1. Toronto, OISE, 1970.

In this booklet there are essays and addresses of interest to persons who are already quite knowledgeable about TESL, but it is not directly related to Fluency First.

Turner, John D., ed. Programming for the Language Laboratory. London, University of London Press, 1968.

Only the first two chapters of this book are applicable to the Fluency First programme. The other chapters concern other languages.

B. Commercial TESL Courses.

In contrast to the short summaries about books, the comments about commercial courses are often rather long. The reason for this is that I was requested to provide a certain amount of critical information about the contents of these courses.

1. Courses of more than ordinary interest for Fluency First.

Lado English Series. New York, Regents Publications, for Simon and Schuster. (Canadian edition: Centre Educatif et Culturel, Inc., Montreal).

Examined: Books 1-3; Workbook 1.

The whole course contains six books with three workbooks and two teacher's manuals. The Canadian edition appears to be exactly the same as the American course except for changes in place-names.

Although this course is obviously for use by students already literate in another language and who probably have a reasonably high level of education, it has several good features worthy of note by Fluency First. This must be one of the most orderly, uncluttered English as a second language presentations now available. Each unit has eight clearly marked sections: Memorize; Substitute; Study; Practice; Speak; Read; Pronounce; Copy. The structural topic of each lesson is clearly shown in a box. A brief, simple explanation of the structural topic is

provided in this box, the assumption being (I suppose) that an educated adult can feel more satisfied that he "understands" if he has a simple summary description of the particular grammatical point.

The presentation of new structural items seems thorough and unhurried and the order of presentation seems well thought out. Lado does not hesitate to arrange items in an order different from that used in most courses if he feels there is a need for a difference. For instance, he has delayed the Present Continuous Tense until after the Simple Present Tense and the Simple Past Tense, so that the present forms of non-conclusive verbs such as want, like, know, and live can be taught and used early in the course and so that the reading passages sound natural. As one would expect, Lado has not attempted to make his course entirely situationalized. One or two small pictures must suffice to show the situation for a whole unit of work.

There are some good exercises (e.g., contrast between the definite and indefinite article; contrast between countables and uncountables; one and ones as substitute words, etc.).

By the end of Book 3 the reading passages are long articles, controlled in language but containing thoughts that are not simple.

New Concept English. Prepared by L. G. Alexander. London, Longmans, 1967.

Examined: First Things First (Student's Book, Teacher's Handbook, Tapescripts, Supplementary Written Exercises);
Practice and Progress (Student's Book, Teacher's Handbook).

This is one of the best conceived and prepared courses that I have examined - for literate, sophisticated adult European students. It is thorough, interesting, and practical. It aims at a high standard. Thus, there is a great deal of instructional material so that all kinds of special uses and linguistic variations can be presented and practised. The presentations are situational. Also, the author makes a very sound plea for natural English, for elimination from drilling of awkward sentences that students will have no occasion to use.

One very good idea is the use of little pictures as the cues for substitutions in pattern drills. Sometimes there are two sets of pictures so that the learner can practise interesting combinations; this is more demanding than single substitutions, but it helps to avoid the "inactive brain syndrome" during drills. The pictures are cleverly drawn but are rather sophisticated and sometimes too detailed.

The author suggests some language games and makes special reference to certain songs, suitable for adults, for practising specific language items. He suggests that, since many adults are too self-conscious to act out dialogues, they be trained to reconstruct the dialogue from the pictures.

One specific little suggestion that appeals to me is the manner in using call words. Rather than merely saying the word as in a mechanical drill, the teacher says, "What about _____?". The effect is of natural conversation.

Situational English. Prepared by Neile Osman, Crossley, and Pittman, for the Commonwealth Office of Education, Sydney, Australia. London, Longmans, 1965.

Examined: Student's Books 1, 2, 3; Teacher's Books 1, 2, 3.

This is the commercial course that was adapted from the well known English for Newcomers to Australia. As indicated by its title, it is based on a situational method. Intended for adults literate in their own language, the complete course contains 120 teaching units. The illustrations are formalized rather than realistic.

The sound, practical teaching principles have been tested by much experience, and the work is well organized to be helpful to the teacher. However, there are certain details that impress me as undesirable, details that seem to derive from theory rather than practice. For instance, the first lessons concern the pronouns I, you, he, she, and it, only. Theory says that personal pronouns are a good way to begin because the students like to talk about themselves. Actual practice in the classroom says, "Yes, but . . . there's not much you can say about these pronouns in the first lessons; they are not the most productive items. Besides, if you happen to get a group of people who have a cultural taboo about saying their own names, the first lesson is likely to be a fiasco." (On the other hand, there is no

reason that the first structural pattern cannot be a "productive" labelling pattern, with a slot that can be filled with a wide range of nouns, and that this pattern be accompanied by a dialogue in which the students learn to talk about I and You and He and She.

Most of the advice to the teachers concerns oral teaching. Of particular interest:

- a useful distinction between "setting a pattern", as a teacher would for a revision, and "presenting a pattern";
- the principle of "minimum difference" as the criterion suggested for selecting objects, etc., to be used in the teaching situation;
- a description of teaching gestures, useful for eliminating time-consuming and distracting instructions;
- some language games, pages 69-72 of Teacher's Book 1 and pages 83 and 84 of Teacher's Book 2;
- useful drills for practice in the linking of words in fluent speech; (On the other hand, the pronunciation practice is based on British RP, (Received Pronunciation), and the intonation practice encourages a very monotonous speech.);
- in Book 3, more casual, conversational patterns than previously introduced (e.g., Would you mind_____ing ....? I don't suppose you would..... I'm afraid there isn't ...). Expressions like these can be used in dialogues during the latter stages of Fluency First.

The Teaching of Structural Words and Sentence Patterns. A. S. Hornby. London, O.U.P., 1966.

Examined: Stages 1, 2, 3, 4.

Strictly speaking, this series of books is not a course but advice on how to teach the patterns and "heavy-duty" words that are to be found in almost any English as a second language course. It is a teacher's helper that can be used with a prescribed curriculum or other prescribed textbooks.

These books are invaluable, even though they are actually directed towards juniors. Not only does Hornby provide substitution tables that reveal the special uses of basic patterns and of specific important words; he also offers concrete suggestions for making the teaching of this material situational, so that the

meaning is made clear during presentation and practice. He gives illuminating reasons for his decisions about the sequence of instruction.

It is even tempting to think that Fluency First might merely use this series and adapt directly from these books, but Hornby does include more than Fluency First can include, I think. However, it is worthwhile knowing that if students show that they have difficulty with a particular structure or with the correct use of structural words not initially included in Fluency First, Hornby can offer immediate help.

Basic Literacy and even Upgrading instructors ought to be made aware of the possible need some of their students may have for help with the structural problems of English. Hornby's books could be of assistance to them.

2. Courses in which there are items or sections of special interest to Fluency First.

Beginner's Cree. Cree Vocabulary. Let's Learn Cree. Nehiyawewin. What They Do Book. Wild Animals. Little Hunter Book: Machesis. Prepared by Anne Anderson. No publishing information provided, 1970.

These books contain very questionable linguistic statements, but they are fascinating expressions of a vigorous, enthusiastic, imaginative person who could probably teach students to speak Cree in spite of using highly unorthodox methods.

Their value for Fluency First lies in their information about the North: habitats, characteristics, and lives of northern animals; traditional occupations of the northern Indian people, etc.

The English reading material would not build a good English language foundation. Tenses, for instance, are wrongly used and mixed together.

Distar. Prepared by Siegfried, Engelmann, Osborn, and Engelmann, for Science Research Associates. Chicago, 1969.

The course includes: Language 1, 2; Reading 1, 2; Arithmetic 1, 2.

The course is not in itself relevant to the needs of Fluency First, since it was prepared for educationally disadvantaged children in the United States. However, it is useful to know something about the course because it is being used on an experimental basis in some northern Indian schools and is therefore under discussion in this area as a structured English-language course.

Each section of the course is in a marvellously neat and attractive package. The teacher is told exactly what to do and is expected not to deviate from these instructions. It would seem impossible to use this course effectively unless there were at least one teacher-aide in the classroom, for the teacher must give undivided attention to one small group at a time. Each language item is practised very thoroughly, repeatedly. There is a standard procedure for each lesson, and there is a standard procedure for each part of the lesson. A rapid pace of activity is maintained. There is a blatant system of rewards and non-rewards for "hard work" or for "not working hard".

The Teacher's Guide for Language 1 gives a useful list of concepts aimed at as part of language development.

This is a very scientifically developed course. It is somewhat comforting to discover that in this well-financed, well-tested course, there can be small faults (e.g., sometimes words used in one lesson are not actually introduced until a later lesson) and serious omissions (e.g., as far as I can observe, the children are never taught to ask questions themselves; only the teacher asks questions). Another drawback is that the whole course is based on contact with pictures, which lack reality, rather than real things, which children can handle.

Distar Reading teaches the basic code-breaking and comprehension skills. There are two little features in this course that are of interest. From the first lessons the children are taught the formula, "Say it fast". That is, they practise saying two or three sounds in sequence, slowly, then get the order, "Say it fast", and as a result of rapid sound combination hear the word they are learning. They begin with continuants, such as (m) and (n), thus avoiding the awkward and confusing duh o guh sounding of the word dog that is characteristic of much phonic learning. Then, when they have acquired the habit of "saying it fast" at the teacher's order, they more closely approximate the actual sound of a word, such as dog, when they reach the stops and affricates.

The other small feature that appeals to me is the printing

of certain letter combinations in an unobtrusively joined way, thus;

th wh ch sh qu .

Incidentally, in spite of the careful sound analysis, there appears to be no symbol for the th as in thin.

Distar Arithmetic appears to be truly arithmetic and not mathematics, perhaps because the course is almost solely based on pictures rather than on real things. In the Teacher's Guide there is a useful list of separate arithmetical objectives.

English. Language Bureau of the Public Service Commission. Curriculum and Methodology Unit. Ottawa, 1969 and 1970.

Examined: Level 1 (Provisional Revised Version) - Teacher's Manual, Units I-X; Workbook; Language Laboratory Texts, Tapes 1-25; Projectual Copies.

This is the course used for French-speaking adults in the public service of Canada, and thus is intended for literate and well-educated persons, familiar with urban living.

It is an oral course, but the students are allowed to see and write what will help them remember the oral work. Since it is assumed that most of the entrants already have some knowledge of English, a great deal of vocabulary is included in each unit from the beginning. Oral spelling also appears immediately. Many drills and dialogues are provided, but the instructor is advised in the Preface to select from these, not to use them all. Natural, conversational English is employed in these dialogues. Unfortunately, it is difficult to present some of them situationally. Some are long and idiomatic, and beginners have difficulty in comprehending as well as remembering them.

My own experience in using the fore-runner of this revised course in 1968 was that the students found the great variety of ways offered for saying substantially the same thing very confusing, especially in the early stages. From the instructor's point of view, the lay-out of presentations and exercises is now clearer and thus improved.

Although I think that the lengthy practice given in these units to the many patterns of the same structure (Subject + Verb

to be + Complement) becomes quite tedious, by the end of Unit X the student has begun to gain a good structural foundation.

The workbook provides an opportunity for students to record the language to which they are exposed in the classroom. There are also copies of the same pictures used in the projectuals so that the students can practise from the pictures orally, outside the classroom.

The tape scripts in the Language Laboratory Texts may be of use to Fluency First, although they appear quite dull. It is not clear to me whether the student's responses are intended to be purely mechanical transformations or answers, according to a model, or whether there is any accompanying picture to provide a realistic situation for his speech.

The booklet showing numbered copies of each projectual is a useful aid; the instructor does not have to move the actual projectuals from the classroom to make his preparation. The pictures in the projectuals are clear and often amusing, but - as usual - they are urban and rather sophisticated. Nevertheless, they are well worth an examination.

English Around the World. Prepared by William Marquardt, Jean Miller, Eleanor Hosman. Glenview, Illinois, Scott, Foresman, and Company, 1970.

Examined: Level 1 - Teacher's Guidebook and Skills Book;
Level 2 - Teacher's Guidebook and Skills Book.

This course is not really relevant to Fluency First. Its advertising brochure claims that it can be used with very young children, intermediates, and even adults, but its appeal is to young children from other countries in American schools. There are large posters and a collection of picture display cards to accompany the course. The workbooks and pictures are attractive and clear; the teacher's guidebooks are detailed, with clear and useful advice; the whole impression is one of liveliness and activity. However, the approach seems to be at the familiar middle-class family and environment that is now denigrated in educational circles; in fact, when I first examined the books, I dubbed the course, "the Dick and Jane of TESL."

The most interesting part of this course is probably the group of essays about TESL contained in the Teacher's Guidebook for Level 1, especially the essay by Marquardt about "Contrastive Analysis and the Teaching of English as a Second Language."

Although the value of contrastive analysis in the teaching of a second language is now being questioned, Professor Marquardt's information is of interest. He offers some suggestions to teachers who find themselves teaching students whose mother tongue has not already been analyzed contrastively with English.

English For Today. Prepared by the National Council of Teachers of English. New York, McGraw-Hill Book Company, 1965 (rev. ed.).

Examined: Books 1-6; Teacher's Texts 2-6.

I am handicapped in commenting on this course which, I understand, is extensively used in American Indian schools because Teacher's Text for Book 1 was not available at the time of this study.

However, certain assumptions can be made by examining the pupils' books and the subsequent Teacher's Texts. There are, for instance, several indications that the course is intended for students who have already begun their education in another language: reading short paragraphs begins fairly soon in Book 1, as does the filling-in of blanks in written exercises; some of the vocabulary indicates rather advanced interests (e.g., architect, engineer, in Lesson 5 of Book 1); numbers are introduced from a clock and the pupils go on immediately to the full range of patterns for telling time, as well as counting to 100, in the same lesson; the same approach is used for the days, months, and calendar expressions; in Book 2 (after a Book 1 vocabulary of only about 400 words) the reading passages are lengthy and are already designed to give practice in reading for information (e.g., the first reading passage in Book 2 is about maps and compass points). None of these approaches would be possible or advisable if the pupils were gaining literacy and their first school-education through this course.

The plan of the full course is strikingly different from that of most TESL courses: it appears to have been designed to provide not only instruction in oral English but also material for geography, social studies, science, and literature. For this reason, I see English For Today as a more extensive, much improved, and much better financed Oxford English Course. It suffers from the same major deficiency that the classic O.E.C. suffered from when used for beginners: the initial stages do not provide for the essential integrated and experiential learning that is a necessary foundation for an education.

There are some very good features in this well planned course: the language is ordinarily practical and useful; the "interviewing friends" sections (questions and answers about personal information) fill a practical need; the units are logically conceived. A few of the reading passages from Book 2 might be useful in the latter stages of Fluency First, as the language is controlled.

English: Your New Language. Prepared by Leo U. Bernardo and Dora F. Pantell. Morristown, New Jersey, Silver Burdett Company, for General Learning Corporation, 1966.

Examined: Books 1 and 2, Teacher's Edition; Book 2, Student's Edition. (Audio tapes and phonograph records are also available.)

This course uses an audio-lingual approach for adults who need help in mastering the skills of listening, speaking, reading, and writing English. As one would expect in an audio-lingual approach, the emphasis of the oral work is on drills of many kinds and dialogues, rather than on activity, and thus requires rather a high degree of motivation. It is for students who are literate in their own language.

Book 1 is designed to be used for at least 400 hours of instruction, as is Book 2. The proposed content of Fluency First seems to be greater than that contained in Book 1, but much less than that of Book 2. Book 1 contains a vocabulary of approximately 1000 words. Students who complete Book 2 successfully would be able to speak at length, in long sentences, with a fairly large vocabulary, and they would be able to read and write at a functional level.

The lesson topics are very appropriate for adults, and many are of interest to Fluency First. Even the reading materials are practical: e.g., application forms, instructions for repair jobs, etc. On the other hand, the topics are related to the city, factory, etc.

The dialogues tend to be rather long, with long sentences. Memorization of them would be tedious.

General Electronics Laboratory, Boston. Leaflet describing their Intensive Course in English (ICE), consisting of text and tapes, at the Elementary, Intermediate, Advanced, and Specialized Stages.

This course does not appear to be relevant to the needs of Fluency First. However, there are two sections of the advertising brochure that are of interest.

1. The Elementary Stage, beginning at Level 0, is in two textbooks and 50 pre-recorded tapes, and includes basic phonology and grammatical structures: statements and questions; positive and negative; present and past tense; using simple verbs; progressive verb phrases; perfect verb phrase; passive voice; modal phrase; their associated tag questions and short forms; basic noun and adjectival structures; ordinary (?) subordinate clauses; common idioms; vocabulary of approximately 1350 items. In other words, the content is rather similar to what is proposed for Fluency First.

2. The leaflet says that the exact number of study hours will vary. It is recommended that 250-300 hours of combined classroom and language laboratory work be devoted to each Elementary text.

   Therefore, at five hours a day, for five days a week or 25 hours a week, the minimum time for this Elementary course would be 20 weeks, or five months.

   However, as Fluency First would begin instruction in reading and writing during the oral stage, it can be assumed that a student would be well into his Basic Literacy learning by the end of those five months.

   One wonders whether Fluency First students could actually get 500 hours of instruction in 20 weeks. This matter of time required is yet another reason for basing the work of the reading, writing, and activity sessions on the oral patterns; the oral work is thoroughly re-inforced by the reading and writing work, and the student can move on to new oral work.

An Intensive Course in English. English Language Institute Course. Ann Arbor, University of Michigan Press, 1969-70 (latest printing).

Examined: English Pattern Practices (Lado; Fries); English Sentence Patterns (Lado; Fries); Vocabulary in Context (Franklin; Meikle: Strain). Also (not yet arrived) English Conversation Practices (Phinney; Minkewitz; Nilsen).

This course is a standard reference for the oral, structural approach. It is intended for students of the English language at the intermediate level, who know some English but have had little opportunity to use it. I believe that it is directed mainly towards the foregin university student in the United States. Its constant revisions have brought improvements to the original course.

Much of the material is at a more advanced level than the Fluency First course, but it is so thorough that Fluency First may be able to select some material from it (e.g., drills on phrasal verbs). Its approach, however, is in some ways opposite to that of Fluency First: that is, rather than beginning from a situation, as Fluency First must do because of its students who will be illiterate beginners, this course starts from a structure and leads towards a situation.

An Introduction to Canadian English. Prepared by Carson W. Martin. Toronto, Ontario Department of the Provincial Secretary and Citizenship, 1964.

Examined: Teacher's Handbook, Book 1, including Supplementary Material, and Teacher's Handbook, Book 2. Student's Workbook, Book 1, including Supplementary Material, and Student's Workbook, Book 2. Charts, Book 1.

I understand that this course has been very recently revised; the new version may be quite different.

This course for adult New Canadians is based on the standard oral approach with drills, conversations (dialogues), action chains, and oral stories. Reading and writing begins immediately. I therefore assume that the course is directed towards adults who are already literate in their own language. The material is obviously for educated people who know about the countries of the world, are acquainted with maps, and so on.

Some advice about making the drill-presentations situational is given, but the hundreds of conversations are not situationally presented. I think they would be hard to remember. The English used in these conversations, however, is practical and natural. The action-chains may be useful in Fluency First, as may the idea of the short stories told orally before reading, with their accompanying structural drills and comprehension questions. Some of the drill tables are very well worked out.

A great deal of vocabulary is taught. Before the end of Book 1, for instance, students are asked to deal with content words such as obligation, necessity, possession, etc. The units are long; an instructor must do a great deal of planning to form separate lessons out of a unit.

Learning to Use English as a Second Language. Prepared by D. McCormack and M. Finocchiaro. (Canadian Texts in English as a Second Language). Centre Educatif et Culturel, Inc., (CECI), Montreal, 1966.

Examined: Teacher's Manual, Book 1 and Book 2.
There is also a Book 3.

The underlying theory of this course is pedagogically very sound, as one would expect from Dr. Finocchiaro. It was written for young people in the 11-18 year group - in other words, for those already literate in their own language and in a traditional classroom situation. The text was not prepared for one homogeneous language group. The authors used a spiral approach. Useful advice is given to teachers in the Teacher's Manual.

A unit contains: a dialogue, with a picture; pronunciation practice; useful words and expressions; patterns of language; pattern practice; conversation practice; listening and speaking practice, which is later extended to reading and later still to writing; games and activities.

IPA (International Phonetic Association) transcription is used for reference. There appear to be some modifications of IPA which may cause some confusion (e.g., (y) is used for yes, whereas (y) in standard IPA represents the vowel sound in the French pur).

There are some good suggestions for games that may have an appeal to adults, as well as to this age group. (Teacher's Manual, page 118).

To be honest, I must say that I felt disappointed by this course. I have always had very high respect for Dr. Finocchiaro's knowledge and exposition of TESL theory, yet the course seems to me to have outstanding faults. For instance, a great deal of varied pattern content is lumped together in a unit, even in the first unit. A well qualified teacher would be able to use the material and from it plan separate lessons, but one wonders why the course is not arranged so that this burden does not have to fall on the classroom teacher. Then, the dialogues have

long sentences; they would be difficult to teach, difficult to remember, and they might defeat their purpose by being discouraging. It seems to me that the authors have been so afraid of boring learners, or possibly of inhibiting the creativity of teachers, that they have made the units very complex. It is as if they have not put themselves in the place of a student who does not know English, as if they cannot understand that learners will not grasp the meaning of a new sentence just because we native speakers of English know what it means. Probably the bright students of a class would show good results while following this course with a good language teacher, but I fear that the less bright or less interested students would merely be bewildered.

Reader's Digest Readings. Prepared by Aileen Traver Kitchin. Pleasantville, New York, Reader's Digest Services, Inc., 1964.

Examined: Books 1 - 6.

These collections of stories and articles, with accompanying exercises, have been prepared for learners of English as a second language. They have a controlled vocabulary: Books 1 and 2 = approximately 500 words; Books 3 and 4 = approximately 1000 words; Books 5 and 6 = approximately 2000 words.

This vocabulary control should be helpful to readers who have learned English as a second language. On the other hand, structure has apparently not been controlled, except that the sentences are kept fairly short. A reader will meet a full range of tenses, verbal forms, and clauses, as well as a few special patterns that Fluency First will probably not be able to include (e.g. He was to live with someone.)

The stories and articles have a great deal of general "human interest", but I do not know whether all the Fluency First students would be interested in them. However, if they intend to continue their education into an upgrading course, a point must come at which their reading interests will have to expand. Selected readings from these books that are at least limited in vocabulary may act as a bridge between completely controlled reading and reading material that is uncontrolled linguistically.

3. Courses of limited interest to Fluency First.

The Alaskan Readers. Northwest Regional Educational Laboratory, Portland, Oregon.

Examined: the explanatory brochure.

Any material that is being especially prepared for teaching reading to northern Indian and Eskimo people is of interest to Fluency First. However, the question I am left with after examining these plans for a carefully prepared course, based on the notion of the graphoneme, is: why is there no mention of how the children following this course are supposed to learn English, not just to learn to read English words and sentences?

The Basic Oral English Course for Kindergarten and Grade One Beginners, and The Oral English Course Books 2, 3, 4. Prepared by Rose Colliou for the Department of Citizenship and Immigration, Indian Affairs Branch. Queens Printer, 1966.

Other materials examined: instructional materials for a "Synthetical Phonics Program", with a Teacher's Guidebook; a large collection of clear line-drawings to illustrate words and sentences.

The first book is designed to be used either with kindergarten children or with first-graders. There are comments to show suitably different approaches and content for these two levels. The material is for oral use only, but the normal Grade 1 curriculum is also to be covered in the same school year. The author says that this book can be used with English-speaking pupils also. There are 20 units of five lessons each.

There is some structural work, and some interesting games and activities (suitable for young children) are suggested for it. However, my impression is that a great deal is pushed together into a very short teaching time. For instance, singulars and plurals of new vocabulary are taught together in the first lessons, with irregularly formed plurals included. It is difficult to see how children who do not know any English would have a real opportunity to learn the meaning of the words, the singular-plural distinction, and the resulting structural differences, all at the same time.

The learning burden is very heavy. For instance, Lesson 4 of Unit 3, which would probably occur sometime in early October of the school year, introduces 32 verbs to be used in the Present Continuous Tense, with all the different pronoun subjects. Another lesson contains 19 prepositions, which are to be used in two different patterns in the same lesson. There appears to be no clear differentiation between vocabulary and patterns.

By the end of Book 2 (Grade 2) the sentences for the children's reading are quite complicated. For example, "They realized they were not altogether too sure of how to go about collecting funds."

In the books for higher levels there are useful vocabulary lists which point out words that should be learned, but there is no advice about the situational teaching of these words, and after Book 1 there is no structural practice except for verb drills.

The phonic charts are probably useful to the teachers. However, the explanation of the "52 Basic Sounds" leaves me, to say the least, very uncomfortable. Here are some examples that should show why I am uncomfortable:

(a) The c in cat and the k in kite are listed as two separate sounds. The vowel sound in train and in play is listed as two separate sounds. There are several other similar examples.

(b) The th in thumb is listed, but there is no mention of the th sound in that. The vowel sound of book is listed, but there is no mention of the long sound as in boot.

(c) The ow is listed as Sound #37; the two examples are owl and snow.

(d) The ur in furniture, er in mother, and ir in girl are all listed as 3 separate sounds, but there is no mention of other spellings producing the same sound, such as earth.

(e) The sound [ʒ] as in measure and pleasure is not listed at all.

(f) The explanation cannot possibly be merely that the word sound is confused with the word spellings; if

it were so, Sound #21 (the vowel sound of u as in umbrella) would be followed by another spelling of the same sounds, e.g., mother.

(g) On the teaching card for oo as in book there are three verses: one is properly about look, but the other two begin "Moon, moon, come down" and "God bless the moon."

The Bruton English Course for Adults. Prepared by J. G. Bruton. London, Thomas Nelson and Sons Ltd., 1969.

Examined: Book 1; Teacher's Book 1.

This course seems of little use to Fluency First. The cultural orientation is distinctly British; the pronunciation work is based on British RP (Received Pronunciation) with IPA transcription; the topics are sophisticated: scenes in coffee bars, talk of nationalities and of Shakespeare; and the material is not presented in any new or especially interesting ways.

He suggests an outline of the steps involved in teaching a new structure, as follows: Teacher's presentation, with student participation a possibility; Production; Consolidation, with "massive" oral practice; Exploitation, with use of the structure in different contexts. Reading becomes more important in the last stage.

English Through Pictures. Prepared by I. A. Richards and Christine Gibson. New York, Washington Square Press (Simon and Schuster), 1945.

Examined: Book 1; First Workbook; First Steps in Reading English.

This course seems to me most useful for the literate, well-motivated adult who wants to (and can) almost teach himself. (He would need help with the sounds of English.) The books are very cheaply produced, in pocket-book size.

Conventional pictures with stick figures are used to show the situation expressed by each sentence (at first) and later by a cluster of related sentences. Useful structural patterns and words have been selected, but the patterns are not practised extensively. Nevertheless, by the end of Book 1 very complex ideas are being expressed in English reading passages. Book 1 includes about 500 words; Book 2 uses about 1000 words.

The workbook would also be helpful to the adult teaching himself English. Answers to the questions are at the back. However, the exercises seem quite dull. A student would need a high level of motivation to persevere.

The reading book uses the same patterns found in the basic text. The approach is to introduce only words spelled with a limited number of letters, gradually adding new letters. At first, there are only seven letters. However, this concentration on limiting the number of letters ignores the sounds represented by those letters. A student would, in fact, have to memorize the words.

The course seems to have little or no value for Fluency First.

HELP Through Learning English. Prepared by Elizabeth Mitchell for the Home Education Livelihood Program. United States Department of Health, Education, and Welfare.

This course of 16 teaching units was designed for adult literacy classes in the Home Education Livelihood Program in New Mexico. The emphasis is on memorization through oral and written drills.

All new material is presented in the form of conversation, which the students memorize. After oral practice these drills are read and copied. The teacher helps the students put the conversations to use in everyday life. The reading begins immediately after an oral presentation, and depends on a look-say approach. The methods for teaching letter-formation are not made clear.

A great deal of vocabulary is taught quite early for use in the singular and plural forms of one pattern (It's a ___/ They are ___). Some useful advice is given to the teachers at the beginning of each unit, but the advice is not very thorough.

This course puts immense reliance on the students' ability to memorize. The students are not given much gradually developed structural work that would help them to "generate" their own English; that is, to make their own utterances by analogy and combination. So much memorization does not seem to me a very adult approach.

Methode R.E.M.I. "Plan d'utilisation dans les classes maternelles et primaires" (infant and primary classes). Montreal, Les Enterprises Education Nouvelle, Inc., undated.

No actual content for the course in English given to French-speaking children is shown in this leaflet. The plan requires a record player and a filmstrip projector, as well as a picture book and a book showing the texts of the records. The course is basically oral, but the children are permitted to write what they wish in order to remember. Songs are used very frequently. At the end of a lesson there is a "control", in which the children reply to questions by marking / for True, × for False, and ∧∧ for I don't know.

Michigan Language Program. New York, Learning Research Associates (LRA), 1970.

Examined: Advertising brochures.

This course is not relevant to the needs of Fluency First. It is designed for (a) beginning readers (b) readers of any age who have reading problems, and (c) exceptional children. The learner works at his own pace, advancing when he achieves success. Stick-figures are used in the pictures, in an attempt to offer "culture-fair" material. The skills being aimed at are reduced to clear statements in the form of instructions to a class. There are very detailed instructions for "administering" the course.

Scope and Sequence in the Teaching of English as a New Language to Adults. Beginning Level. (Fundamental Adult Education Series). New York, Board of Education of the City of New York, 1968.

Teaching Dialogues: English as a New Language for Adults. Teacher's Guide. New York, Board of Education of the City of New York, 1966.

I think these two books refer to the same course, but it is difficult to be sure. Scope and Sequence supplements a manual called Teaching English as a New Language, which we do not possess. This course is apparen y for adults literate in another language, as the students are expected to print their names and read from the blackboard in their first lesson. The course has an urban orientation, even using New York place names. It seems practical but dull, with no activity but drills and memorized dialogues in the oral sessions.

Teaching Dialogues contains the scripts for tapes of drills and dialogues, but in the introduction it is stated that the dialogues may be learned without a language laboratory. My opinion is that some of the taped drills are excessively simple (pure repetition) and that the dialogues are far too long, especially for beginners.

Success With English. Edited by Geoffrey Broughton. Harmondsworth, Middlesex, England, Penguin Books Ltd., 1968.

Examined: Coursebook 1, Teacher's Book 1, Workbook 1, A First Reader, Tapescripts 1.

This is a course prepared for adults or older school children. It is stated that the rate of teaching is faster than that in ordinary school courses. It has a distinct British cultural orientation.

Some interesting features are: useful comments about structure and pronunciation drills for tape recorder use; an alphabetical list of 940 head-words used in Stage 1; the scripts for tape-recorded structural and pronunciation drills.

The lessons do not seem very interesting, but they have the merit of not being too complicated too soon. There are dozens and dozens of substitution tables and instructions for dealing with them in different ways.

The workbook seems to be more interesting than the general run of workbooks. It contains crossword puzzles and similar games.

The reader contains a good variety of types of reading: dialogues, a telephone call, some long stories - all with well-controlled tenses.

C. Some articles about courses or research studies.

English for American Indians. A newsletter from the Office of Education Programs. Washington, Bureau of Indian Affairs. Fall, 1970.

Dr. Evelyn Hatch's contributions to this good newsletter are particularly interesting. She shows that an English-speaking child of school entry age has often not mastered completely certain English structures. Therefore, teachers of English as a

second language should not demand a higher standard of their beginners than is achieved by children who are native speakers of English. Specific examples of structures that cause difficulty are given.

"Frontier College: Media on an Indian Reserve", an article in Challenge for Change, the newsletter of the National Film Board, #4, 1969.

This is a most interesting article about a project with Ojibway Indians at Fort Hope in Ontario. The young instructors took great care to build a good foundation of confidence before they tried to start any course; they found out what the Indian people wanted to learn (English and maths). When the courses started, the instructors gave evening classes and made day-time tutoring available.

Photographic and sound equipment was used, partly to help the people become more aware of themselves. The camera and recorder were operated only by members of the community. It was learned that the Indian people did not object to being photographed even in their homes, as long as the equipment was handled by one of themselves. The films made include sequences about moosehide sewing, logging, skidoo racing, children playing, dogs fighting, etc. The equipment proved satisfactory in cold weather, but sometimes had to be heated before use.

I would like to learn about the results of this interesting experiment. I would also be concerned in a similar experiment about the breakdown of equipment in an isolated community like this and about the developing of film there.

Gladstone, J. R., "An Experiential Approach to the Teaching of English as a Second Language". English Language Teaching, May, 1967.

This article describes a way of evaluating the progress in oral English of English as a second language learners. In this school, pupils' interviews on entry were tape recorded. Thereafter, the pupils were re-interviewed at regular intervals. Each pupil's interviews were put together on one master tape. "Natural-setting" interviews were recorded on portable tape recorders. Thus, an "objective audio-file" was created for each pupil.

Gordon, Dr. James R. A Diagnostic Survey of the Reading Status of Students in the Residential Schools at Gordon's and Muscowequan. A Comparative Study of Reading Comprehension, Listening, and Vocabulary Levels. Regina, DIAND, Indian Affairs Branch, 1969.

The purposes of these studies were to assess the reading abilities of Indian children in the two residential schools and to compare them with the reading abilities of children in an integrated school. Results showed that children in the integrated school had higher reading levels.

I find myself astonished by this survey. Here is a study, by an obviously well qualified reading specialist, into the reading levels of Indian children; not once does this educator make any reference to any investigation into the mother tongue of the children, their knowledge of English - the language of the reading materials -, or the relative extent of use of the mother tongue and English. He seems surprised that the children did not do better on the listening test than on the reading test. He found that children who showed certain levels of word-calling skills often had much lower levels of comprehension. (Incidentally, that is a point of interest for Basic Literacy and Fluency First: mere ability to sound out the words does not ensure comprehension.) Yet not once does he wonder about the children's language background, except in the sense that he believes they should have more "language experience", just as English-speaking children often should. Not one of his suggested books or other resource materials for improving children's reading skills recognizes the possibility that these children's problems may not be the same as those of English-speaking children with reading disabilities.

One of the basic points of this well-graphed research study has not been made clear. Dr. Gordon states that the 51 "integrated non-reserve students" were randomly selected from the total population of the Punnichy Public Schools, grade one to seven, who did not reside on a reserve. Were these Indian children who lived off the reserve? or were they non-Indian children? or were some Indian and some non-Indian? and if they were non-Indian, what is the reason for including them in this study?

Green, Richard. "Visual Literacy and the Indian Child". From The Northian Newsletter, Number 20, February, 1971.

The jargon of this article is jarring, but the idea is excellent, and therefore the article should be noted by Fluency

First developers. (In fact, the idea of using a camera to record what the students themselves do, and then to use the resulting pictures for language work, was proposed for Fluency First in the initial concept study.) In any northern community, especially, I would recommend the Polaroid camera so that pictures can be developed immediately. Furthermore, I would think that under any circumstances the delay necessitated by sending film away for developing would lessen the motivational effect.

Rubel, Arthur J. "Some Cultural Anthropological Aspects of English as a Second Language". AERA Symposium, 1966.

This study of Mexican-Americans in southern Texas who were being taught English as a second language is not of much relevance to Fluency First, except for one very important conclusion, which is worthwhile noting. The Mexican-Americans realized the value to them economically of learning English, but they did not want to give up their own language or to adopt other "Anglo" cultural traits. Prohibitions that were made against speaking Spanish on the school grounds produced a very negative effect; the Mexican-American children became hostile to English because of the prohibition, which increased the importance of spoken Spanish in the eyes of these children and their families.

Stemmler, Anne O. "The Psychological and Cognitive Aspects of the Teaching of English as a Second Language". San Antonio Research Project, 1966.

This study of two controlled educational studies concerning Spanish-speaking children aged 6 - 9 years in an English environment does not have a direct relevance to Fluency First, but the specific suggestions about ways in which English language patterns and teaching methods can assist in strengthening a self-concept are extremely interesting and merit study.

The ERIC reporduction of some pages is unfortunately very poor.

D. Books and articles about Indian culture and history.

1. Publications available at NewStart.

Chance, Norman A., ed. Conflict in Culture: Problems in Developmental Change Among the Cree. Ottawa, Canadian Research Centre for Anthropology. St. Paul University, 1968.

Members of the development team should be acquainted with this book. It provides a background for understanding the social and personal problems that Fluency First students may have.

The Cree described here are Eastern Cree in the James Bay area.

Coombs, I. Madison. The Educational Disadvantage of the Indian American Student. Las Cruces, New Mexico, New Mexico State University, 1970.

This well researched booklet mainly concerns Indian children and their education in schools. I believe, however, that it is worthwhile scanning. The author refers to up-to-date studies which show some positive improvements in Indian education in the United States. There is also a short section about early childhood and adult education (pages 106-110).

Lang, Melvin. "Cultural Shock and the Teacher Corps: The Identification of Conflict". AERA, February, 1971, New York.

This article about differing attitudes and expectancies of the college graduates in the Teacher Corps and the Hawaiian low-income families of the children these graduates were teaching, is an interesting one for members of the Fluency First development teams to scan, because similar differences of attitudes and expectancies may be encountered in a Fluency First course.

The Musk-ox. Saskatoon, Institute of Northern Studies, University of Saskatchewan.

Volume 4. This issue contains a bibliography intended as a source list for persons working with Canadian Indian and Eskimo people. There is a very short section on TESL. (It seems a pity that the references in the TESL section are few and that all are North American, when there is such a wealth of material available from other countries as well.)

Volume 5. In the article by Gillian King entitled "A Consideration of Factors Affecting the Development of LaRonge, Saskatchewan", Table 4 shows the educational level of Indians and non-Indians over 17 years of age in LaRonge in 1966.

Volume 6. Several articles in this issue describe a resettlement of Chipewyan Indians in northern Manitoba. The important parts for the development team are those that concern the Chipewyan way of life, their family structure, and their attitudes. This is valuable material.

A Syllabus on Indian History and Culture. Saskatoon, Indian and Northern Curriculum Resources Centre, University of Saskatchewan, 1970.

The aim of this syllabus is "to give the Indian student a 'both-and' education, where he will not be forced to choose between being an Indian or a white man but will be able to operate at both levels without having to divorce himself from his own way of life. - In other words, to become a modern Indian." The references and discussion topics may be useful to Fluency First. Unfortunately, there is only minimal reference to the northern Indians of this province.

Symington, Fraser. The Canadian Indian. Toronto, McClelland and Stewart, Ltd., 1969.

The entire book is of general interest to anyone working on a course directed towards Indian people, and it is easy to read.

There are several specific references that are particularly noteworthy: page 42 - characteristics that enabled Indians to survive in the past; page 55 - their religious sense; page 60 - their distaste for any form of coercion; page 62 - conceptual thinking and Indian languages; page 92 - Indian speech.

Teacher Aide Guide for Navajo Area. (No information about the place of publication), 1970. (Probably available through Bureau of Indian Affairs, Brigham City, Utah.)

Members of the development team would probably find this an interesting book to scan. There are good sections on cultural differences between Navajos and non-Indians, and on the cultural premises of Navajos.

Possibly it might be a good idea to prepare a booklet of this type for the training of instructors.

Teacher's Guide to Resource Materials in Cross-Cultural Education. Part One: Indians, Eskimos, and Early Explorers. Saskatoon, Indian and Northern Curriculum Resources Centre, University of Saskatchewan, 1970.

This book lists sources of material about Indian people and Indian culture that may be useful to Fluency First. Many of the books and visual aids, however, are either about Indians in general or about American Indians.

A criticism is that sometimes there is no clear statement about who made a film or where it can be obtained.

2. Some suggestions about books, films, and filmstrips about Indian people that could be procured through Inter-Library Loan at the appropriate stage of development of Fluency First.

Canada. Department of Indian Affairs and Northern Development. Indians of the Prairie Provinces. Ottawa, Queen's Printer, 1967.

Canadian Corrections Association. The Indians and the Law. Ottawa, Queen's Printer, 1967.

Clark, Ella E. Indian Legends of Canada. Toronto, McClelland, 1960.

Driver, Harold E. Indians of North America. Chicago, University of Chicago Press, 1961.

(A comprehensive comparative description and interpretation of native American cultures from the Arctic to Panama.)

Hooke, Hilda M. Thunder in the Mountains. Toronto, O.U.P., 1947.

(Legends)

Howard, J. K. Strange Empire. Morrow, 1952.

(The story of Louis Riel and the Northwest Rebellions.)

Hunt, Ben. Indian Crafts and Lore. Toronto, Musson Book Co. of Canada, 1966.

(Sections on Cree and Chipewyan beadwork, dancing, costumes, and clothing-making)

Jenness, Diamond. The Corn Goddess and Other Tales from Indian Canada. Ottawa, Queen's Printer, 1960 (second edition).

(The Canadian Indian's view of the universe illustrated in 25 stories.)

Roessel, Robert, Jr., ed. Education of the Indian Adult. Tempe, Arizona, Indian Education Center, Arizona State University, 1962.

Roessel, Robert A., Jr., and Nicholas Lee, ed. Education for the Adult Indian Community. Tempe, Arizona, Indian Education Center, Arizona State University, 1964.

Shuman, Norma. Poundmaker. Ryerson, 1967.

Wood, Kerry. The Great Chief. Toronto, MacMillan of Canada, 1957.

(The story of Maskepetoon, a leader of the Crees.)

Filmstrip and tape: Indian Life. Saskatchewan School Broadcasts, March, 1968.

(Includes 4 Cree legends. The filmstrip is available, compliments of the Saskatchewan School Broadcasts Branch, Regina. The accompanying tapes are available from the same source on a loan basis or as dubbings on school tapes.)

Film: The People at Dipper. National Film Board. 18 minutes.

(Chipewyan Indians on a reserve in northern Saskatchewan)

Film: Caribou Hunters.

(Indians of northern Manitoba and their search for caribou, their main source of food. There is no statement about where this is obtainable. It is listed in Teacher's Guide to Resource Materials in Cross-Cultural Education, Indian and Northern Curriculum Resources Centre, on page 6 of the section on Eskimo and Northern Indian Cultures.

E. Periodicals to which subscription is recommended:

English Teaching Forum. (This periodical has been discontinued.)

English Language Teaching. Published by Oxford University Press in association with the British Council.

Language Learning: A Journal of Applied Linguistics. Published at the University of Michigan.

Language-Teaching Abstracts. Published by Cambridge University Press, for the English-Teaching Information Centre of the British Council and the Centre for Information on Language Teaching.

TESOL Quarterly. The Journal for Teachers of English to Speakers of Other Languages. Published at Georgetown University, Washington.

F. Additional books and courses recommended:

Reference books

Allen, W. Stannard, Living English Structure. 4th edition Longmans, London, 1959.

Brooks, Nelson. Language and Language Learning: Theory and Practice. Harcourt, Brace, New York, 1960.

Davies, Alan, ed. Language Testing Symposium. Oxford University Press, Toronto, 1968.

Edwards, Mary. Cree: An Intensive Language Course. Northern Canada Evangelical Mission Inc., 58 - 18th St. East, Prince Albert, Saskatchewan.

Ellis, C. D. Spoken Cree. Church House, 600 Jarvis St., Toronto, 1962.

Fries, Charles C. Teaching and Learning English as a Foreign Language. University of Michigan Press.

Harris, David. Testing English as a Second Language. McGraw Hill Co.

Hives, Rev. H. E. A Cree Grammar. Anglican Book Centre, 604 Jarvis St., Toronto, 5.

Hornby, A. S. A Guide to Patterns and Usage in English. Oxford University Press, 1954.

Lee, W. R. and M. Dodderidge. Time for a Song. Longmans, London.

Phinney, Maxine Guin; Hok Minkewitz; Nilsen. English Conversation Practices: An Intensive Course in English Supplement. English Language Institute, Ann Arbor, Michigan.

Prator, Clifford. Manual of American English Pronunciation. Holt, Rinehart and Winston, New York, 1960.

Courses

English Fast by Alan Wakeman. A course of graded drills of language laboratory and classroom use. Hart-Davies, Ltd., London, 1968.

English 900. Collier-Macmillan (Canada) Ltd.

Oxford Progressive English Alternative Course. by A. S. Hornby and R. Mackin. Oxford University Press.

II PROPOSED COURSE CONTENT

A. Structural Content

1. Selection of Structures: An Explanatory Note.

Most TESL courses are rightly very detailed and thorough. It is tempting to include in Fluency First all the instructional items observed in these prepared courses, and sometimes it is nearly impossible to make a satisfactory decision about including or excluding a certain item.

Even a thorough and scientific study of the language items in use in the 5-10 Upgrading curriculum would not provide the answer to the question of what should be included in Fluency First to prepare the students for the language they will need in Upgrading. First, there are so many separate items in that linguistically uncontrolled material that one might end by being discouraged or insisting on a two or three year TESL course to precede the Upgrading course; second, not every new language item in English requires oral presentation and drill first; there are many that can be quickly explained or can even be tackled independently by a student, through his reading and questions, if he has a basic foundation in the English language which he can use to generate further development in English.

Most prepared courses for adults are planned to extend over a long period of time. They are geared, on the whole, to well-motivated, literate adults who want to learn to speak English well and as naturally as possible.

I have constantly reminded myself during the preparation of this proposed course content that the time available for a Fluency First course will probably be limited, either by the degree of financial support given by a government or corporation for the course and for student allowances, or by the probable and natural reluctance of many prospective students to remain in a course that has no easily foreseeable end. I have also reminded myself that Fluency First is really part of a Basic Literacy programme and that the purpose of Fluency First is not to teach English for its own sake but to be a means to an end.

I have therefore endeavoured to keep two objectives in mind, selecting the instructional items strictly on the basis of those two objectives: (a) the students should learn to speak and to understand English well enough so that they can participate in the normal classes

of a 5-10 Upgrading course if they so desire; (b) specifically, they should be able to read, with comprehension, all the normal instructional materials of a 5-10 Upgrading course and write what is required in that course; or, if they are not already acquainted with certain structural or lexical items which they meet in their reading, they should have sufficient knowledge of how to learn their meaning and use to enable them to overcome their deficiencies.

Thus, I have tried to keep the instructional list as short as possible without defeating the very purpose of Fluency First. I have tended to omit altogether, or to indicate limited importance for, certain patterns of English that are usually included in TESL courses, such as the subtleties of question tags, passive and perfect infinitives, interpretation and use of double nouns (e.g., chocolate milk vs. milk chocolate; dog sled vs. sled dog). Although all those items are necessary for good, natural English speech, I believe that, given the required foundation, the students can continue to learn such language items, by means of their reading and other instruction, if and when they are encountered. After all, other adults entering an Upgrading course may not know everything about the English language, either.

On the other hand, I have included such items as most of the tenses, modals, and many conjunctions, a comprehension of which seems to be nearly impossible to acquire independently, particularly because the native languages of the prospective students have structure that is extremely different from English structure.

Furthermove, in Section Four, "Behavioral Objectives", I have suggested that two types of objectives can be set for the structures, to indicate whether an item must be thoroughly practised until its use is an automatic response to a situation, or whether a student requires only the ability to comprehend the situational use of an item and to say it when provided with a model.

My selections and omissions may well be challenged - in fact, I debate some of them myself -, but I believe that the underlying principles for selection that I have stated are necessary principles.

Certain items were selected and emphasized not only because of their structural usefulness, but also because of their added value in developing, or maintaining, self-concept. Words and patterns that enable a person to talk about himself, his appearance, his perceptions, his likes and dislikes, his abilities and knowledge, his thoughts and feelings - all these contribute to the student's sense of his own importance and identity. More than that, they enable him to express his interaction with the world of things so that he need not feel divorced from the new ideas to which he is being exposed.

Incidentally, instructional techniques can also play a part in strengthening self-concept. For instance, when a student learns the new language by speaking about himself and about what he is doing or has done rather than about what is in books or in pictures, the implication is that what he does and says has importance.

It is utterly impossible in any basic course to teach everything about a language. As mentioned, the instructional list for Fluency First, that I have proposed, has been quite ruthlessly pared down. It may become obvious in the pilot course, or with individual students at any time, that instruction is necessary for certain items that were not included. In that event, I suggest that the most helpful aid may be A. S. Hornby's Teaching of Structural Words and Sentence Patterns. His tables provide many more examples and particular uses than have been proposed for Fluency First, and his practical advice on situational presentation and practice would be invaluable to an instructor who needed to find lesson material quickly.

2. Summary Outline of the Proposed Structural Contents for Fluency First, with a reference list

I Sentence Types

A. Simple sentences, positive and negative

B. Questions

1. yes-no questions, positive; some acquaintance with negative yes-no questions
2. open questions

C. Short answer forms

D. Requests and commands

E. Common conversational exclamatory sentences

F. Compound sentences with and, but

G. Sentences with two object-slots

H. Sentences with modifying phrases

I. Complex sentences

1. time clauses
2. conditional clauses
3. relative clauses
4. simple forms of indirect statements and questions
5. other subordinate clauses with common conjunctions

J. Inverted word order in short statements with anomalous finites

II Verbs and Verb Phrases

A. The verbs

1. be, have, and other anomalous finites
2. other verbs, especially the "heavy-duty" verbs and common irregularly formed verbs
3. common verb and particle combinations and common phrasal verbs

B. Their forms

1. tense/aspect, in active voice: Present Continuous, Simple Past, Future (going to), Simple Present, Future (will), Present Perfect, Past Continuous, Present Perfect Continuous, Past Perfect
2. contractions
3. imperatives, including the hortatory form Let's
4. other non-finite forms: present infinitive, present participle, gerund, in common patterns
5. passive voice, for realistic speech only

C. Particular uses

1. short answers; limited acquaintance with question tags
2. sequence of tense in complex sentences
3. common gerund uses after special verbs and prepositions
4. common uses of the marked infinitive after special verbs; after adjectives; to show purpose
5. unmarked infinitive after certain verbs
6. causative patterns with make, etc.

III Function Words

A. Prepositions

1. common prepositions of place and time
2. expressions with of
3. with and without (instrument and accompaniment)
4. by (time expressions; means)
5. like and related expressions
6. other common prepositions

B. Determiners

1. indefinite and definite articles; negative article; zero article
2. variable determiners (e.g., this): pronomial and adjectival
3. invariable determiners (e.g., some): pronomial and adjectival
4. noun-phrase initiators (e.g., both)

C. Conjunctions: co-ordinators and subordinators

1. and, but, or
2. when, if, after, before, because, while, as, since, until, so that, unless, although
3. conjunctives: how, what, when, where, why, who, if

D. Question words: What? (What colour/kind, etc.), Who? Where? When? Whose? How? (How much/ many/ long/ far/, etc.), Which? Why?

IV Adjectives

A. Possessive adjectives; descriptive adjectives; determiners

B. Position: as adjuncts in a noun phrase; as predicatives

C. Comparison

D. Simple examples of multi-modifiers

V Adverbs

A. Types

1. common adverbs of place, time, frequency and duration, degree, manner
2. adverbs formed from adjectives
3. intensifiers
4. common sentence modifiers

B. Position in relation to the verb, or in the sentence as a whole

C. Comparison

VI Pronouns and Nouns

A. Personal pronouns

1. subject and object forms
2. word order with direct and indirect objects; with verb and particle combinations and phrasal verbs

B. Possessive pronouns

C. Reflexive pronouns

D. Relative pronouns

E. Determiners

F. Genitive (with apostrophe), chiefly with personal names

G. Use of countable and uncountable nouns

H. Pluralization of nouns

This structural list was checked against the structural items in the following sources:

English for Newcomers to Australia, Book One, a course for adults prepared by the Commonwealth Office of Education, Sydney, N.S.W., Australia. 1958.

English Sentence Patterns (An Intensive Course in English), a course intended for foreign students in the United States at the intermediate level, prepared by Robert Lado and Charles C. Fries. Ann Arbor, University of Michigan Press, 1965.

A Handbook for Teachers of English, prepared by Roy W. Steeves for teachers of Americanization-Literacy courses in California. Sacramento, California State Department of Education, 1967.

Modern English Structure, by Barbara Strang, linguist at the University of Newcastle upon Tyne. London, Edward Arnold (Publishers) Ltd., 1962.

Oral English Lessons for Primary 1 and Primary 2, part of a course prepared for teaching children, beginning school, all their lessons in English at the same time that they are learning the English language. Kuching, Malaysia. Sarawak Department of Education. 1967.

The Teaching of Structural Words and Sentence Patterns, Books 1 - 4, by A. S. Hornby. London, O.U.P., 1959 - 1966.

3. Proposed Plan of Instructional Items.

Stage A= Simple sentences, in positive, negative, and interrogative (yes - no) patterns, plus short-answer forms; related oper. questions; in present, future, and past time.

Stage B= Extensions of these simple sentences, with other tenses, plus subordin. clauses used in complex sentences.

Explanatory notes: The fact that a certain structure is listed in only one unit does not indicate that it will be fully exploited at that time and not dealt with again. It indicates that one or more patterns of the structure will be presented at the time; thereafter, the structure will appear again in revisions, with different tenses, in extended forms, in special uses, throughout the course.

Whenever a single structural word or phrase is listed with no specific pattern, the implication is that it will be presented in patterns already learned, and thereafter it may be used in appropriate new patterns, as they are presented. For example, in Unit 7 the intensifier very is listed. At that time it can be used in any suitable patterns taught in Units 1 - 7, such as: He's very tall; Those are very long; Her dress is very pretty; He has a very big house; She's sitting beside the very fat woman. After Unit 7 very can be used in any suitable pattern that is introduced.

The column entitled "Vocabulary and Formulas" does not pretend to list all possible optional content words; it is intended to indicate words or groups of words that must be included with the particular structural work of the unit or words that are especially appropriate for use with the patterns being taught.

Following the proposed units there are lists of suggested vocabulary items, arranged according to topics. These vocabulary lists are "open-ended"; they are not intended to be complete. Naturally, all the words on a long list will not be introduced at one time.

The word formula is used to describe certain expressions needed in lesson instruction or as social conventions. Some examples are: Stand up, please. Say it again. Good morning! Thank you. In most cases, it is not required that the students learn to say them immediately, but they must recognize them in the flow of speech and understand their meaning. They are always said in the same way so that they quickly become familiar to the students. Their meaning is at first demonstrated by use in the natural situation, but they are not presented and practised as structural items.

In the column entitled "Topics, Dialogues, and Activities", I have not attempted to match a topic to every unit, but I have mentioned any topics and dialogues that will be especially appropriate and supportive to the structural objectives. Following the proposed units there is a separate list of additional topics that can be used.

Certain structural items do not appear to need exhaustive treatment in pattern drills and would be better dealt with in dialogues. Examples are: exclamatory sentences, question tags, special idiomatic uses, and many of the phrasal verbs.

The units are not necessarily equal in length.

INSTRUCTIONAL LIST IN 50 UNITS

Table of contents

Unit	Structural Objectives	
1.	Subject + be + Complement, Present, 3rd singular	What? Who? What colour?
2	Subject + be + Complement, Present, 3rd Plural	
3	I/ You/ We; Possessive adjectives	
4	Prepositions of place; commands	
5	Present Continuous Tense	
6	have, Simple Present; only; all together	How many?
7	Pre-position adjectives; very; multi-modifiers	
8	Preparatory there; some/many/any/no/a few	
9	Expressions with of	
10	want/ like/ know/ in Simple Present Tense; very much; more/fewer - than	Which? What kind of?
11	Verbs of perception, Simple Present Tense; compounds something/anything/nothing, etc.	
12	Countable and uncountable nouns; a little/a lot of; like/want/need/ + marked infinitive	How much?
13	Possessive pronouns; names + apostrophe; but	Whose?
14	Future with going to; comparative of adjective	When?
15	Simple Past Tense	
16	Both/ All/ Each/ Half/ None	
17	can, Present Tense; questions with happen, Simple Past Tense	
18	Simple Present Tense; zero article	

Unit	Structural Objectives	
19	Comparison of adjectives	How tall/wide/ heavy/long/ etc.
20	Because; intensifier too; have...got	Why?
21	Future, with will; with/ without (accompaniment)	
22	One, as a substitute word; another; the other; short answers to open questions	
23	Patterns about using things; with/without (instrument)	
24	give to/ take from, including indirect object pattern; object pronouns	
25	Present Perfect Tense	How long? (time)
26	Prepositional adjective phrases	
27	Infinitives after adjectives; after objects	
28	If; when; Simple Present-Future sequence	
29	Past Continuous Tense; when, Past Continuous and Simple Past sequence	
30	must (necessity); mustn't (prohibition); should	
31	Common adverbs and adverb comparisons	How?
32	Before/ after, with Future and Simple Present sequence; with Simple Past Tense; could (Past Tense of can)	
33	Reported speech, with say in Simple Present Tense	
34	Infinitives; purpose	
35	Reflexive pronouns; too (also); so/neither, in inverted short answers	
36	Present Perfect Continuous Tense; since; used to	
37	Noun clauses with conjunctives after know/ tell (me)/ ask (him)	
38	Past Perfect Tense; until	

Unit	Structural Objectives
39	More conditional sentences with if, in past tenses
40	While/ as, with the Past Continuous Tense
41	Passive voice
42	Present participial phrases
43	Reported speech with say in Simple Past Tense
44	Gerund uses
45	Verbs of perception with object and unmarked infinitive; with object clauses
46	Causative verb uses, with make/ have/ get/; let
47	Relative clauses, with who/ that/ which/ where/ whose + noun; object and subject pronoun
48	Modals may/ might; although clauses
49	Conditional negative sentences with if...not/ unless; would rather...than
50	Indirect questions with ask in Simple Past Tense; have to

The Units

Stage A

Unit 1

Structural Objectives	Vocabulary and Formulas	Topics, dialogues, activities
Main structural objective: Verb be, Present Tense, 3rd sing. S + V + C S = This/ That/ He/ She/ It/ Personal name C = indefinite article + noun, or personal name, or adjective (contracted forms) + related open questions with What? and Who? and What colour...? (Note: The students will probably need intensive practice on the he-she contrast.)	Greetings and farewells Mr./Mrs./Miss Classroom commands and requests Objects in the classroom; in a house; Colours A few pairs of descriptive adjectives Counting from 1-10	Introductions. Getting acquainted with the training centre: building, personnel Games for he-she contrast Begin calendar routine: Today is _____. Beadwork? - for colours

Unit 2

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: pluralization, Verb be, Present Tense, 3rd plu. S + V + C S = They/ These/ Those C = zero article + plu. noun, or adjective + related open questions with Who? What? What colour...? Additional objective: alternative or V be + S + C_1 or C_2?	Polite conventional expressions present-absent More pairs of descriptive adjectives More objects from the training centre and house - plural forms Weather adjectives, as needed	Sorting and grouping small objects, different colours Counting things and recording the number Riddles, Stage 1 First weather observations

Unit 3

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objectives: (a) Personal pronouns (subject), I/ You/ We (Note: The students may need special help in understanding that in English we can be either inclusive or exclusive.) (b) Possessive adjectives: his/her; my/your (sing.) your (plu.); their; our. (S + V be + c.)	Nouns about people Articles of clothing put on/ take off Parts of the body Patterns for addition	Interviews, Stage 1 Dressing Games involving numbers on dice or spinners Time observations: exact hour only.

Unit 4

Main structural objective: Prepositions of place: S + V be + adverb phrase S = pronoun, or personal name, or definite article and noun Adverb phrase = adverb, or preposition + object. + related open questions with Where? Additional objective: V (imp.) + adverb phrase, including the negative command, Don't + V + adverb phrase.	Some common prepositions of place here/there Some animals from the North and a few things in the forest Sequence formulas: (e.g., 4 comes after 3; 5 comes before 6; 7 comes between 6 and 8) Show me/us...	Giving and following directions Shopping for clothing (prices in even dollars only)

Unit 5

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Present Continuous Tense, 3rd sing/ 3rd plu.; 1st and 2nd sing. 1st and 2nd plu. S + v + V. S + v + V + O. S + v + V + adverb phrase. S + v + V + O + adverb phrase. + related open questions: Where + v + S + V (+____)? What + v + S + doing?	Common verbs already learned in Imperative Drills + other verbs, including actions that animals do. Counting 11-20.	Interviews, Stage 2 Dialogue about the time: What time is it? (exact hour)

Unit 6

Main structural objective: have, Simple Present Tense, (Interrogative and negative forms with do and does) I/ You/ We/ They; He/ She/ It + related open questions with How many? Additional objective: only + a numeral; all together	Words for coins; formulas of equivalency: (a nickel is worth 5 cents.) Some common foods: countables	Counting to 20 cents by 1¢, 5¢, 10¢ Shopping for small items in a general store: even amounts, no change.

(Note: The use of the interrogative and negative forms with do and does is, of course, open to debate as being more an American than a Canadian usage. The reasons for my choice: it is an introduction to the Simple Present Tense; it is present in form as well as in meaning; the alternative form have you got? is Present Perfect in form although present in meaning; Have you got? is just as British as Do you have? is American.)

Unit 7

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Pre-position adjectives. (Presented in a revision of patterns: e.g., The (adj. + noun) is on the ___. I have a (adj. + noun). Show me a (adj. + noun). She's a (adj. + noun). I'm sitting beside the (adj. + noun.) Additional objectives: intensifier very two adjectives used together: e.g., a big blue book; three pretty girls; or, red and white	More descriptive adjectives Words for shapes and patterns wear Words for weighing: heavy/light balance	Drawing pictures of themselves; describing their clothing as drawn. Using simple balances

Unit 8

Main structural objective: Preparatory there, Present Tense, + appropriate determiners. (a) Sing. There's a (noun) + adv. phrase. (b) Interrogative singular. (c) Plu.: There are + (numeral) + (noun) + adverb phrase. (d) Interrogative plural, with any (e) some/ many/ no - adjectival (f) Pronomial use, in short answer form, of some/ many/ a few.	Counting 21-100 inches/ feet; almost/ a little over; The ____ is ____ inches long.	Days of the week Measuring length

Unit 9

Structural objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Expressions with of. (a) containers (b) common measures (c) positions (d) fractions (e) adjectival expressions; full of/ made of (f) a pair of	Common containers Useful measures Nouns showing position Most important fractions Common materials Clothing in pairs	Measuring capacity Weighing Paper folding, for decorations Buying gasoline

Unit 10

Main structural objective: Non-conclusive verbs want/like know, Simple Present Tense. S + V + O. + related open questions with Which? and What kind of? Additional objectives: (a) intensifier very much (b) more than; fewer than e.g., A fly has more legs than a dog.)	More kinds of food Ordinal numbers	Looking at dresses or jackets in a mail-order catalogue Identifying pictures of people (Do you know this man?) Describing animals

Unit 11

Structural objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Verbs of perception, Simple Present Tense: see/hear/feel/taste/smell Additional objectives: Determiner compounds: something/ somebody anything/ anybody nothing/ nobody S + V + Det. + adverb phrase. S + V + Det. + adjective.	More descriptive adjectives: good/bad delicious nice	Guessing games: (e.g., I see something pretty in this room. What is it?)

Unit 12

Main structural objective: Uncountable vs. countable nouns + open questions with How much? and How many? Additional objectives: (a) a little/ a lot of (b) like/ want/ need, + marked infinitive e.g., I like to drink beer. He wants to eat some cookies He needs to have some medicine.	Foods that are uncountable Cooking equipment	Shopping for food items Following a recipe: e.g., making bannock

Unit 13

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Possessive pronouns and the genitive for personal names (apostrophe) + related open questions with Whose? (adjectival and pronomial) Additional objective: but, e.g., This is mine but that's yours.	More expressions about the family and relatives Whose turn is it now?	Interviews, Stage 3 Riddles: guessing ownership from a description

Unit 14

Main structural objective: Future, with going to S + v + going to + V .... + related open questions with When? and What + v + S + going to + do? Additional objective: Comparative form of the adjective in the following sequence: This is different from that . How is it different? It's (long)er.	Time expressions for future: tomorrow first, next, then, etc. The same different	Buying stamps at the Post Office

Unit 15

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Simple Past Tense (a) be (b) have (c) other verbs + related open questions including What did + S + do?	Time expressions for the past, e.g., yesterday ____ ago last ____	Dialogue: Last night
(This new tense should be practised in all the suitable patterns previously learned.)		

Unit 16

Main structural objective: Patterns with more determiners (a) Both / All / Half + the / these/those + noun... / poss. adj. (b) Numeral / Both / All / Each / None + of them + ... (c) S + V be + all / both + C.		Game: What doesn't belong? Other word association games

Unit 17

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: can, Present Tense S + can + V .... Additional objective: What happened? used in questions about a short narrative in the Simple Past Tense.	More action verbs What else...? (can you do)	Games and sports

Unit 18

Main structural objective: Simple Present Tense (a) to show habitual or repeated action S + V + adverb phrase. S + adverb + V ... . (b) to make generalizations (zero article with plural noun as subject: e.g., Birds fly. Fish swim. + related open questions with What? Where? When? and What + does + S + do?	Time expressions for habitual action; adverbs of frequency Seasons speak names of languages mean: e.g., What does the word ___ mean? It means ____?	Daily/ weekly timetable Telling stories about "What I Do..." in the summer, etc. Dialogue about the languages the students and instructor speak

Unit 19

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structoral objective: Patterns for the comparison of adjectives, e.g., (a) A duck is bigger than a sparrow. (b) Bill is as tall as Jimmy. (c) David is the tallest/ tallest of the four/ tallest of all. (d) Annie is not as tall as Hazel. (e) more/ most (expensive)	How tall? How wide? How heavy?	More weighing and measuring, including measuring one another. Recording this in chart form, to be used for oral practice.

Unit 20

Main structural objective: Why? questions and because answers. e.g., He can't work. Why? ...because he's sick. Why can't he work? ...because he's sick.	Adjectives of personal feeling (e.g., hungry/ angry/tired, etc.)	
Additional objectives: (a) too, intensifier e.g., I can't dance. Why? ...because I'm too tired. (b) Alternative interrogative and negative form have + got: e.g., Have you got a dollar? I've got a headache.	fit (size) e.g., It doesn't fit. Why? I'm too big/ It's too small. Ailments feel + adj., e.g., well/ill/sick	Trying on boots in a shoe store. Dialogues about minor ailments

Unit 21

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Future with will, won't, + contracted use; -'ll S + will + V ..... Additional objective: with/ without (accompaniment) e.g., Will you come with me?	More time expressions for future	Months of the year Interviews, Stage 4 Dialogue - at the store without money

Unit 22

Main structural objective: one, ones, another, the other(s) e.g., This one is mine, but the other one is his. That one is dirty; I want another one, please. Additional objective: Short answers to open questions in a revision of verbs and patterns, e.g., Who is sitting beside Bill? Annie is. Who has the big hammer? David has. Who always comes late? Alice does. Whose book was on the floor? Hazel's was. Who drew that picture? Jimmy did. Who can lift that box? I can., etc.	Changing merchandise in a store Dialogue: the Child Who Asks Too Many Questions

Unit 23

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Patterns about using things: with/without (instrument); be used + for + gerund e.g., What do /can/ we do with a knife? We cut /can cut/ with a knife. What is a hammer used for? It's used for pounding nails. We can't sew without a needle.	Household tools, including carpentry and repair tools; sewing and knitting equipment	A carpentry task Dialogue starting "What do you call this in English?"

Unit 24

Main structural objective: give to/ take from, including the indirect object pattern; using various tenses e.g., S gave a dollar to O . S gave O a dollar. O = personal name, or noun, or personal pronoun. + Who did she give a dollar to? Additional objective: Objecti pronouns: me/her/him/ us/them	Giving and receiving change while shopping Dialogue: something that looks like something else

Unit 25

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Present Perfect Tense (a) Mid-position adverbs, e.g., already S + have + just + V..... never (b) Final position adverb yet with negative + related open questions with How long?	Words about medicine, e.g., pill/ tablet/ ointment, etc.	Dialogues about being sick; buying medicine

Stage B

Unit 26

Main structural objective: Prepositional adjective phrases, in different sentence positions; e.g., My sister is the girl beside Jean. The cakes on that table are delicious. I've already eaten some from that plate.	More prepositions More kinds of food Dishes and cutlery	The people and food at a party Setting a table

Unit 27

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Some infinitive patterns: (a) Adjectives + infinitives, e.g., The chicken is good to eat. I'm not strong enough to lift the box. The box is too heavy for me to lift. It's easy for you to lift the box. (b) Infinitives after objects, e.g., I want him to..... He asked/ told/ me to... I'd like you to...		Topics and vocabulary from the information collected about Life in the North

Unit 28

Main structural objective: Simple Present-Future sequence of tense in sentences with if and when clauses. (a) If the dish falls, it will break. (b) When the alarm rings, he will wake up. (c) What will happen if...? when...?	Adjective expressions with get: get wet/ ready/ dirty, etc.	Dialogues about the weather and its effect on people's activities

Unit 29

Structural Objectives	Vocabulary and formulas	Topics, dialogues activities
Main structural objective: Past Continuous Tense. (a) S + was + V-ing + adv. phrase. + related open questions with How long? and What + v + S + doing? (b) Past Continuous - Simple Past sequence in sentences with a when clause, e.g., They were waiting at the bus station when the bus arrived.	Adverbs and adverb phrases of duration Words about fishing	A story about two men out fishing Dialogue about travel by bus

Unit 30

Main structural objective: must (necessity), e.g., What must I have to clean my teeth? I must have a toothbrush to clean my teeth. If I want to buy a radio, I must have money. + negative mustn't (prohibition), e.g., You mustn't smoke here. Additional objective: Some modal contrasts: should/ must e.g., I want a television set; I should buy a new coat; I must pay my rent.	The students make a list of rules for themselves. "Life Skills" - type lesson about traffic laws or rules about drinking "Life Skills" - type lesson on making a budget: A chart with columns: want/ need/ must have

Unit 31

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Common adverbs and adverb comparisons (a) Common adverbs of manner S + V + adverb. (in various tenses) + related open questions with How? (b) Comparisons: (faster than better/ worse/ than the fastest	Adverbs of manner Some useful adverbs formed from adjectives by -ly.	Giving a report about an accident A story about snowmobile racing

Unit 32

Main structural objective:

Sentences with before and after clauses

(a) Future-Simple Present sequence of tense, e.g.,

I'll bake a cake before they come.

Vocabulary and topics from the information collected about Life in the North

(b) Simple Past Tense, e.g.,

We got there before the show began.
He came in later after the show started.

+ related questions with When? What happened after...?

Additional objective:

Past tense of can, e.g.,

When he was young, he could run fast.

Unit 33

Structural Objectives	Vocabulary and formulas	Topics, dialogues activities
Main structural objective: Reported speech, with say in the Simple Present Tense. e.g., He says that it's Tuesday. He says that he's going to play cards. He says that next month will be June. He says that he hasn't seen John yet. later, briefly, the same patterns with that omitted		Interpreting into English

Unit 34

Main structural objective: More uses of the infinitive (a) Purpose, e.g., He went to the post office to buy some stamps. (b) I have no paper to write on.	(be)able to unable (be)supposed to	A family dialogue: the child needs a letter asking that he be excused from classes

Unit 35

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Reflexive pronouns S + V + O (pronoun). S + V + O + with + O. + on + O. + in + O. S + V (neg.) + O + without + O. Additional objective: too (also), in a short answer; so, neither, in an inverted short answer, e.g., Did you hurt yourself? Yes. I did, too. Can you see yourself? No. Neither can I. Yes. So can I.	See the list of common verbs with reflexives	Topic from Life in the North

Unit 36

Main structural objective: Present Perfect Continuous Tense e.g., How long have you been living here? S + v + been + V + adverb phrase. S + v + been + V + adverb clause, with since Additional objective: used to. for use in a contrast series: I used to live in _____. Now I live in _____. I've been living here for _____.	Phrases of duration: for __ months; since last year; etc.	Interview: jobs-- (How long have you been working here?)

Unit 37

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Noun clauses with conjunctives, after know/ tell(me)/ ask (him) e.g., Do you know what his name is? where the post office is? why he did it? when he will come?, etc. Please tell me... Can you tell me... Please ask him...		Vocabulary and topics from the information collected about Life in the North

Unit 38

Main structural objective: Past Perfect Tense (a) S + v + already + V + adverb phrase (b) Simple Past - Past Perfect sequence of tense in sentences with when clause: When we came to class, the lesson had already started. Additional objective: until e.g., Wait until the bell rings. Don't move until I speak.	More prepositions for time: by/ at	A timetable, using both hours and minutes Dialogue about duck hunting

Unit 39

Structural objectives	Vocabulary and formulas	Topics, dialogues activities
Main structural objective: More conditional sentences (a) What would you do if you saw a bear? (b) If I had looked, I would have seen his tracks. (c) I wouldn't have found it if I hadn't looked carefully.	Words about trapping	Dialogue and story about trapping in the forest

Unit 40

Main structural objective: Past Continuous Tense in both clauses of sentences with while or as e.g., John was playing cards while I was dancing. As I was starting a new game, they were finishing theirs.	Words about indoor games	A social evening or dance

Unit 41

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Passive voice, in various tenses e.g., The door is locked. The bear was killed. A mayor has been elected. Your name will be called., etc.	See the list of verbs for realistic passive voice use	A class election

Unit 42

Main structural objective: Present participial phrases (a) There's a man standing at the door. I hear somebody knocking at the door., etc. (b) The man sitting near the door is my friend.	go + fishing hunting swimming dancing, etc.	Going shopping for an outboard motor; comparison shopping

Unit 43

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Reported speech, with say in the Simple Past Tense e.g., What did you say a moment ago? I said that I was writing a letter. What did he say last night? He said that he had signed the cheque. (The more complicated changes of pronouns and time words should probably be left until a later stage during reading and writing exercises.)	Words about payments	Reporting to a friend about a business meeting the previous night

Unit 44

Main structural objective: Gerund uses: (a) I like dancing. (b) Dancing is fun. Additional objective: so that (purpose) e.g., She stopped working so that she could have her baby.	Verbs that can take a gerund object, e.g., like/ enjoy/ prefer/start etc.	Dialogue using Shall as a question word: e.g., Shall we go dancing tonight?

Unit 45

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Verbs of perception with an object and unmarked infinitive e.g., I saw him come. I heard them scream. Additional objective: Verbs showing non-physical perception with an object clause: e.g., I see that you are right. I feel that she is unhappy. Later, briefly, the same patterns with that omitted	Words about animals and birds and their habits Verbs of mental perception/ thought	Telling about a hunting trip

Unit 46

Main structural objective: Causative verb uses (a) Her husband made her work hard. (b) I had the barber cut my hair short. (c) I got him to sign the cheque. Additional objective: let e.g., Let me (help you). Don't let it (fall).	Words and phrases about hairstyles	Dialogues about the barber shop or hairdressing

Unit 47

Structural Objectives	Vocabulary and formulas	Topics, dialogues activities
Main structural objective: Relative clauses: e.g., (a) The hunter who killed the bear was very brave. (b) The bear that he shot weighed 900 pounds. (also which) (c) We saw the place where he killed it. (d) The man whose gun I borrowed wants it back.	Vocabulary and topics from information collected about Life in the North	

Unit 48

Main structural objective:		
Modals may/ might e.g., It may rain tomorrow. If I have good luck, I may win the sweepstake. If I had worked every day, I might have kept my job. Additional objective: although e.g., Although it may rain, I will go hunting. Although I have a radio, I can't hear Prince Albert. (Why?... because the battery is dead.)	possible/ probably/ possibly/ probable	Weather forecast

Unit 49

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Conditional sentences with unless and if...not e.g., If you do not have your Adult 10 Certificate, you cannot get that job. Unless you have your Adult 10 Certicate, you cannot get that job. Additional objective: preference would rather--- than---	Words and phrases about educational standards and job requirements	Dialogues about counselling; about choosing a job. Dialogue about choosing an entertainment;

Unit 50

Main structural objective: Indirect questions, with ask in the Simple Past Tense e.g., John asked Mary if she wanted some coffee. Additional objective: have to (obligation) e.g., How much do we have to pay for gas? What time do we have to come to class?		Instructions for reporting to a new job: "You have to..."

B. Vocabulary and Formulas: "Open-ended" Lists of Suggested Words and Phrases, Arranged according to the First Reference in the Instructional List.

Classroom formulas.

Good morning. Good afternoon. (Good evening.)
Hello. Goodbye. (Goodnight).

(Please)... look here/ listen/ look at picture.../ show me/ stand up/ come here/ bring me/ write your name/ raise your hand/ give me/ ask me/ take (this)/ hold (this)/ find page.../ read these words/ do this/ begin here/

Now YOU try. Do it like this. Say... Say it again. Ask. Ask a question. Good! No, try again. Louder. Everybody...

Let's stop/ take a break/ begin/ pass it around.

Pardon? Excuse me. Sorry. Thank you (very much).
All right.

I didn't hear/ understand/ you. Do you understand?
I don't know/ understand. Please explain it again.
How do you say ... in English?

May I sit here/ speak to you/ ?

I'd like to...

Numbers

Cardinals: 1-10; 11-20; 20-100; 100-1000.

Ordinals: first- thirty-first

Words about order: first, next, last

Repetitions: once, twice, ____ times

The classroom:

Instructor, students

table
chair
flip chart
(overhead) projector
screen
tack board
tack
carpet
light
pen- ball-point
marking pen
pencil
blackboard
piece of chalk / some chalk
picture/ a picture of...
ruler
waste basket
light switch
tape recorder (a special list of words and phrases for instruction in its use should be made)
camera (a similar list should be made)

The training centre (or school):

classroom
office
hall
lounge
desk
typewriter
telephone
Men's Room/Ladies' Room/
lavatory

Words about language:

letter/ small letter/ capital letter
number
sound
word
sentence/ question

What letter/ sound/ number/ word/ is this?
This is the letter/ sound/ .....
What sound do you hear?

Colours:

red
green
white
black
yellow
blue
purple
orange
brown
(Later: light (green)
dark (brown)
bright (red)

A house and furniture:

house	furnace	living room	bed
home	stove	kitchen	shelf
roof	sink	bedroom	sofa
wall	well	bathroom	cupboard
door	(water) tap	toilet	closet
window	pipe		refrigerator
floor			washing machine
ceiling			ironing board
room			

Descriptive adjectives:

large/ small	present/ absent
big/ little	quiet/ noisy
tall/ short	loud/
long/ short	hard/ soft
thick/ thin	safe/ dangerous
fat/ thin	right/ wrong
clean/ dirty	right/ left
old/ new	correct/ incorrect
old/ young	strong/ weak
pretty/ ugly	clever
late/ early	interesting
good/ bad	lazy
full/ empty	nice
hard/ difficult/ easy	delicious
open/ closed	sharp/ dull
expensive/ cheap	dead/ alive
high/ low	careful/ careless
neat/ messy	kind/ unkind
brave	odd/ even (for arithmetic)
sure, certain	heavy/ light
round	smooth/ rough
square	wet/ dry

Nouns about people:

man/ men	husband	grandson
woman/ women	wife	grand-daughter
lady/ ladies	father	grandchild
boy	mother	aunt
girl	sister	uncle
baby	brother	nephew

child/ children		daughter	niece
people		son	
friend		grandfather	
		grandmother	(compounds + in-law)

fisherman	manager	judge	electrician
trapper	carpenter	mechanic	plumber
farmer	nurse	cook	secretary
teacher	doctor	teacher-aide	sales clerk
typist	policeman	hairdresser	waitress/ waiter
caretaker	lawyer	barber	barmaid/ barman

Clothing:

dress	tie	sleeve	undershirt
coat	scarf	sweater	
suit	belt	button	+ See list for a pair of...
skirt	hat	slip	
blouse	cap	panties	
shirt	parka	bra	
jacket	collar	underclothes	

wear put on take off dress/ undress try on fit

laundry soap detergent wash rinse wring hang up
iron press have cleaned clothes line clothes pegs

size What size do you take?

Parts of the body:

head	arm	hair	cheek
face	shoulder	skin	forehead
neck	hand	ankle	waist
eye	finger	wrist	knee
nose	chest	elbow	
mouth	leg	throat	
tooth/ teeth	foot	back	
ear	toe		

wing beak paw claw fin feather fur tail

Prepositions:

in	over	from
on	above	through
near	up	across
under	down	along
in front of	inside	upon
behind	outside	
between	into	
beside	at	
next to	to	

before after by till/until since during for

with without

except against

Directional expressions:

here/ there (There! over there)
left/ right
to the left/ right;
on the left side/ right side
on this/ that/ the other/ side

the top/ middle/ bottom/ shelf
drawer

north/ east/ south/ west
to the north, etc.
forward/ backward/ sideways
around/ half-way around
.... steps/ blocks/ mile ...

Money:

cent
dollar
( ) dollar bill
nickel
dime
quarter
coin
penny

A (nickel) is worth (five cents).
A (dime) is a (ten-cent) coin.
Can you change a ____ for me?
I'd like change for ....

Adjectives about patterns or designs:

striped dotted checked plain flowered

Shapes:

a circle
square
cube
triangle
rectangle
oval

Foods:

meat
fish
egg
bread
butter
salt
pepper
cheese
a can of (salmon)
beans
toast
potato
vegetable (+ kinds)
rice
fruit (+ kinds)
salad
dessert
cake
pie
cookies
biscuits
ice cream
jello
coffee
tea
milk
water
(chewing) gum
peanuts
chips
jam
beef
pork
bacon
ham
rabbit
deer/moose meat
steak
stew
bologna
wieners

roast fried mashed french-fried boiled

breakfast lunch dinner supper

(Dinner) is ready.

Words for use in expressions with of:

Containers: a box of/ glass cup can (tin) bottle basket jar tube

Measures: a pint of/ quart gallon pound half-pound spoon teaspoon tablespoon

Positions: the top of/ bottom side back front corner

Fractions: half of/ a quarter of a third of three-quarters of two-thirds of

Pairs: a pair of/ socks stockings shoes boots clippers gloves mittens pants (trousers) shorts

Adjectives of personal feeling:

hungry	happy	afraid	shy	ill
thirsty	sad	worried	sorry	sick
tired	glad	nervous	well	angry (mad)

Common materials:

wood stone brick stucco plywood

cotton wool fortrel (+ trade names) rayon silk nylon
flannel

plastic paper cardboard straw rubber cement asphalt
steel metal tin

string wire cellotape paste glue

Recipes and cooking equipment:

beat stir mix sift melt cream add
set the oven grease a pan roll knead

egg beater baking-pan kettle pan frying-pan oven
measuring cup teaspoonful tablespoonful sifter

dough flour sugar butter margarine salt
baking powder vanilla

...until it is done/ brown/ soft/crisp/ cooked

...at ____ degrees

Time expressions:

now still

tomorrow soon next week/ month/ year tomight
this afternoon/ evening in a minute
at --- o'clock

every day/ morning/ afternoon/ evening/ night/ week/ month/ year

ever never always usually sometimes often all the time

on (Monday) in the (evening) at night

a week/ month/ year/ ago a minute ago

yesterday moment

last night/ week/ month/ year

yesterday afternoon/ evening/ morning

just already yet

for ____ days/ weeks/ months/ years/ hours/ minutes

since last year/ week/ month/

The Clock:

It's _____ o'clock. It's almost _____ o'clock.

" half-past _____. It's a little after _____ o'clock.

" a quarter past _____.

" quarter to _____.

" _____ minutes to _____.

" _____ " past
after _____.

the long hand the short hand/ the minute hand

Sickness and a Nursing Station:

headache	medicine	label
toothache	prescription	jar
earache	aspirin	tube
stomach-ache	pill	
cold	capsule	
sore throat	ointment	itch
the 'flu'	injection ("shot")	bleed

patient	take	...with a little water
nurse	fill/refill	every _____ hours
doctor	apply	before meals/ before you go to bed
dentist	crush	

How do you feel? What's wrong? What's the matter?
Where does it hurt? How did it happen? How long have you had it?
How often does _____?

I feel well/ sick/ terrible/ better/ worse...

Useful verbs:

add arrive ask

bake be born begin believe borrow break
bring buy become

call call up catch change clean close come
cook correct cost count cry cut

dance die divide drink drive dry dust

earn eat empty enjoy enter expect explain

fail fall feel fill fill in fill out find
finish fish fit fix fold forget

get get up get in get on give give up go
go to sleep go to bed grow

hammer hate hear hit hold hold up hold on
hope hunt hurry hurt

invite imagine

jump

keep keep on kick kill knock know

laugh learn leave lend lie lie down lift light
like listen live lose love look look at
look up look for

make mark mean measure meet miss multiply

oil open owe own

paint pass pay pick up play point pound
pour prefer print promise pull push
put put on put down put away

rain read receive remember repair rest rub run

save say screw in see seem sell send set
share sharpen shave shoot shop shout show
shut sign sing sit sit down sleep smell
smile smoke snow speak spend stand stand up
start stay stop stretch study subtract
suppose sweep swim scratch

take taste teach think throw touch trap
try turn turn around turn on turn off
take away take off take out

understand use

wait wait for wait on wake up walk want wash
watch wear weigh wish work write

<u>have + nouns in useful combinations</u>:

have/ a headache toothache sore throat a cold
stomach-ache earache the flu

breakfast lunch supper dinner coffee tea
a drink

a bath a shower a nap a haircut a shave
a swim a dance

<u>Tools for household repairs</u>:

hammer	wrench	fuse
pliers	square	
screwdriver	vice	
plane	nail	
saw	screw	
drill	washer	

Sewing and knitting:

needle	size....	mend
thread (a spool of...)		darn
thimble		knit
yarn (a ball of)		purl
stitch		cast on / off
		hem

Dishes and cutlery:

plate	knife	soup spoon	set the table
saucer	fork	glass	fill the glasses/
cup	spoon		cups/
dish	teaspoon	tablecloth	bowls
bowl	tablespoon	napkin	

Useful adverbs of manner:

hard	badly
fast	quietly
well	slowly/ quickly
aloud	neatly
better/ worse	carefully/ carelessly
the best/ the worst	loudly
	correctly
	silently

Useful verbs to be combined with reflexive pronouns:

hurt	help	punish
cut	teach	like
see	hit	hate
look at		

Verbs useful for practising the passive voice:

is locked	was written (by)	was dropped
broken	elected	lifted
torn	chosen	raised
covered with	appointed	stretched
called	shot	tightened
named	killed	loosened
divided into	caught	knotted

crushed
rolled
beaten
pressed
ironed
wiped
rubbed
heaped up
spread
scattered
flattened

opened
closed
taken
carried
captured
arrested
tried
fined
sentenced

fastened
shaken
sorted
sewn

Common signs seen in a town:

Stop
Go
Yield
Push
Pull
Enter
Exit
In
Out
No admission
No loitering

Ladies
Men
Women
Gentlemen
Rest Rooms
Toilet
Telephone

Bus Station
Restaurant
Hotel
....Bank
Post Office

Words and Phrases about jobs:

apply
employ

fired
laid off

employment
wage
salary
previous employer
reference
qualification
boss
foreman

...per hour / an hour / a day, etc.
taken on at _____ a day / an hour

A bus station:

ticket
fare
baggage
timetable / schedule

How much is the fare from ___ to ___?
one way/ return fare
I'd like a ticket to ____.
Is the bus in yet?
When will the bus to ____ leave?
...on time

Formulas for use on the telephone:

...speaking
I'd like to speak to...
He's not here now.
Just a minute, please.
wrong number

I'll call him.
Hold the phone.
dial

(Prepare a full set of phrases for using a pay-telephone.)

A post office:

stamp
a ____-cent stamp
a money order for...
How much does it cost to send a letter to ....
register a letter?
a registered letter
a package
an envelope
address
return address
air mail
parcel post
surface mail
second-class mail

Barber shop or hairdressing salon:

clip
trim
cut
scissors
mirror
hair pin/ clip
roller
hair spray

Which side is the part on?
How short do you want it?
What price is a permanent?

shampoo and set

Restaurant:

booth
counter
stool
waitress / waiter
cook
menu

May I take your order?
Have you ordered yet?
What would you like to drink?
Is the (dessert) included in the dinner price?
I'd like...
May I have...?

The movies:

first / second show	What's the picture at the _____?
adult / children's tickets	What's on at the _____?
rating. rated _____	What time does the show start?

Education:

school	subject (list of subjects)
course	test
lesson	examination
training	Upgrading
allowance	technical training/ course/ school
certificate	vocational training
class	
grade	
grade level	become a....

Vending machine:

Cigarettes	Put _____ in slot. (Plus other instructions, as worded on the machines)
Coffee	
Soft drinks	
Candy bars	
(trade names)	

C. Life in the North: a List of Topics to be Investigated

1. Advice from an informant.

I recommend that the programme developer enlist the services of someone who is very familiar with communities in northern Saskatchewan, perferably both Cree and Chipewyan, to assist in gathering information about each of the following topics. The purpose of this collection of information is only partly to build up a list of nouns, verbs, and phrases needed for talking about life in the North. Another purpose is to make sure that Fluency First does not portray actions, attitudes, or social relationships that would be incomprehensible to people who have experienced no other way of life than that in their northern village. Only in this way, I believe, can Fluency First be written with a truly northern orientation.

This informant should also be asked to advise on the production of pictorial material for visual aids and to recommend suitable names for the characters shown in these visual aids. The informant may also be able to give valuable advice for the training of instructors concerning, for instance, desirable methods of correcting students' mistakes and of winning their confidence.

2. The topics.

The family: nuclear or extended? other relatives; discipline in the home; bringing up the children; who does each kind of work

The house: construction; appearance; furnishing; rooms; heating; water and sanitation; general use of the house; electrical supply? equipment?

Household tasks: kinds; regularity; tools

Clothing: summer clothing; outdoor winter clothing; making clothing; buying clothes

The seasons: length of different seasons; characteristic signs; effects on people who live in the North

Travel: modes of transport; times required by different methods

Public transport: buses; a bus station; bus timetables - places and distances; aeroplanes

Snowmobiles: kinds; fuel; repairs; parts; use; racing

A typical day in the life of different members of a family

Special days: relation to religion? celebration of birthdays? activities on holidays

Favourite stories

Entertainments: movies; how often shown; what kind are liked; admission fees; dances; other social activities

The church: relationship of the people in the community and the church; religious beliefs and feelings

The forest: trees; forest creatures; forest activities; fires

Food: kinds eaten and kinds preferred; where obtained; how prepared in the home; how served

Trapping: equipment; seasons; animals; trading; prices; snowshoes; trails; techniques

Fishing: kinds of fish; methods of fishing; equipment; seasons; preserving the fish; selling the fish; boats; water safety

Local stores: what they sell; prices; credit available; the shop-keepers; checking the bills;

Shopping in a town: kinds of shops; comparison buying;

Catalogue buying: kinds of goods ordered from the catalogue; delivery of goods; returning merchandise; paying

Children's play and word: do boys and girls play separately or together? what jobs are they expected to do? how do they learn to do those kinds of work?

Public buildings in a community: post office; R.C.M.P. headquarters? hospital or nursing station? others?

The school in the community: relationships with the teachers; the school building; lessons; adult education; educational requirements and opportunities

Sickness: common diseases and ailments; medicine available; who takes care of a sick person at home; going "out" to a hospital

A nursing station: building; equipment; staff;

Drinking habits: what kind of beverages preferred; where obtained; when do people drink; taverns

Tobacco and smoking: who smokes - both men and women?; preferences;

Welfare: rules; payments

Mail: how it comes in; length of time required to reach certain points; who needs to send letters; buying stamps; money orders

Going to town: why? how often? what is done there?

Animals, birds, plants

Games and sports: indoor games; outdoor games; watching sports

Listening to the radio: stations received; quality of reception; programmes heard, liked, and disliked; making "requests" to a radio programme, such as CBC "North Country Fair"

Filling out forms: welfare; unemployment insurance; income tax; applications for credit

Telephones: any telephone service in the community? who has one? radio-telephones

The police and law enforcement

Occupations: available jobs; training for jobs outside the North; applying for a job;

Cars and roads: kinds of roads; driving; learning to drive; licenses; buying a car; servicing a car; buying gasoline, etc., repairs

Signs to be seen in the village and on a visit to town

Languages heard about

Cosmetics and hairstyles: going to a barber or hairdresser

Plus general topics: a restaurant meal; vending machines; telling time; the calendar; age; weather; arithmetical language and mathematical activities; weighing and measuring

D. Reading and Writing.

1. Basic Approach.

Since Fluency First is really part of a Basic Literacy programme, it seems desirable to use the NewStart BLADE course, or at least the principles of the BLADE course, with necessary modifications for students who are learning English as a second language.

Thus, the fundamental approach to reading proposed for Fluency First is a phonic approach. The same general objectives stated on page 4 of the Teacher's Guide to the Use of Saskatchewan NewStart Modules for Adult Basic Literacy Programs in Northern Communities apply to reading and writing for Fluency First students.

Nevertheless, it must be constantly kept in mind that word-attack skill will not in itself mean that a Fluency First student can read. If he figures out the sound of a printed word by means of his acquired word-attack skill but does not know what that English word means after he has said it, he has not gained much. Fluency First students, therefore, should not be expected to read words or structures that they have not already learned orally.

2. Adaptations.

For this reason, it will be necessary to adapt the details of the BLADE course to satisfy the special needs of Fluency First students. For instance, in the initial phonic instruction stage, before Module 1, a few changes would be beneficial to students who are just beginning to learn English.

BLADE, Stage 1, before Module 1		Fluency First - proposed modifications	
Symbols:	a [æ]	Symbols:	a [æ]
	i		i
	n		m
	p		n
			p
Words:	a (the indefinite article)	Words:	a (the indefinite article)

an	man
in	pan
pan	in
pin	pin

My reasons for these proposed changes are: (a) with the addition of the symbol m, the students will be able to learn how to sound out a word with continuant consonants, thus avoiding the awkward (and confusing) vowel sound uh that follows a stop or affricate; after they have learned the habit of "saying it fast" with continuants, they should have better success in sounding out a word with other types of consonants; (b) one can tentatively predict that Fluency First students will have fewer difficulties in pronouncing [m] and [n] than in pronouncing some other consonants used in English speech; (c) man will probably be one of the first words taught orally; its use in the oral programme is natural, not forced because of the demands of a reading programme; (d) an is not a good word to be used for the sound [æn] because the normal pronunciation in ordinary speech is [ən]; it is important for Fluency First students to learn to speak in a natural way from the beginning.

Similarly, the BLADE notion of having a key phrase or key sentence for each Module should be retained in Fluency First, but different words or sentences can be selected to reflect the development of vocabulary and structure, and to avoid until later the most serious pronunciation problems that might impair a student's ability to associate sound and symbol. For example, the key phrase of BLADE Module 1 is dog sled. If this were rewritten as the sentence It's a dog sled, the symbol t would be included, and the students would thus be able to use in their reading and writing practice many more words from their oral vocabulary, which would (or could) include by that time:

it, mat, tin, ant, dog, sled, and, ten, on, men, pen,
net, sit, It's, Sam, Dan. ..... at least.

The key sentences for each Module can easily be re-written in patterns that will be known to the students by the time they reach those Modules. After Unit 15, for example, the students would be able to use the Simple Past Tense; therefore, the key sentence for Module 2 would need only a slight modification to avoid the get + participle structure:

BLADE: I had nine dogs and a pup, but the pup got lost.

Fluency First: I had nine dogs and a pup, but I lost the pup.

The reading material in the Modules should also be adapted in structure and vocabulary so that it is not strange to Fluency First students. The content is already very suitable.

3. Pre-reading.

During the earliest units of a Fluency First course, before the students have acquired many words and sentences which can be used for word-attack practice, I believe that a certain amount of exposure to printed words in association with their sound and meaning will be of benefit. In effect, I am suggesting a limited use of a look-say method as an extra means of developing reading ability. In saying this, I am not proposing that word recognition should be taught by this look-say method, but only that the students can be shown that printed words represent the words they are learning to say.

My reasons for suggesting this are: (a) students who have not lived in an "atmosphere of print" need to become familiar with the notion that spoken words can be represented in graphic form and that printed words can have meaning for them; (b) adults enrolled in a Basic Literacy course - of which Fluency First is really a part - should have the feeling as soon as possible that they are learning to read; (c) seeing the separation between one printed word and another may help learners of English to distinguish words from the total flow of speech; (d) from the beginning the student can "read" about something really interesting: themselves; (e) reference to the printed words reinforces oral use; (f) the students can begin immediately to build the habit of recording their observations and information.

By "exposure" to printed words, I mean that certain words or patterns learned and thereafter used frequently can be posted around the classroom, and that the attention of the students can be directed to those words when they are spoken.

One useful device is a "newsboard." For the sake of convenience and suitability for adults, I suggest that this be a large wooden board fitted with rows of slots so that pre-cut cards can be slipped in and out of place without difficulty. If it is the intention of BLADE to develop a news-sheet containing items of interest to people

in northern communities and written in simplified English - and I hope it is -, this newsboard can be an introduction to the news-sheet for Fluency First students. The items recorded on the board will be of interest to Fluency First students because they will be about themselves or their experiences.

A sketch of this newsboard can be seen on the next page.

Every day, during the Opening activities, the cards about the date, weather, and attendance can be changed, first by the instructor and later by the students. If any of the pre-printed cards, such as the cards about the weather, can be humorously illustrated, interest will be increased. Pictures help to make any newspaper attractive. A labelled picture used during the students' practice of vocabulary or patterns can be put on the newsboard; the printed words would then be briefly pointed out during the word with the newsboard or when the picture was changed. Some of the pictures of mini-visits or other activities can be posted on the board, with hand-printed captions using the sentence patterns spoken by the students in their Activities period.

As the students begin to add reading and writing to their oral work, the follow-up stage of the Activities period can make an important contribution to their reading progress. The sentences they say about their experiences can be printed and placed with the pictures of their activity on the wall. New words learned can be printed on cards for posting on the wall, or printed on a blackboard if an ordinary classroom is used. A short group "composition", or record of what happened, can be written up on a flip chart by the instructor at the dictation of the students, using the pre-selected sentence patterns spoken during their oral follow-up. If the daily set of pictures is then removed from the wall and placed with the flip-chart page, there will be an illustrated record of the students' own experience that can be re-examined, talked about, and read again later. A collection of such illustrated pages would make a very interesting reading book.

As the students make further progress, it should be possible for individuals to keep their own records. In that case, enough pictures should be taken during the activity so that each student could have one for his own record book, and he could write a sentence or two about that picture.

Another way in which the reading work can be an outgrowth of oral work is in story-telling. Sets of pictures, in books or on filmstrips, arranged in sequence to tell a story, can be dealt with orally first. New vocabulary can be pointed out and used in sentence patterns.

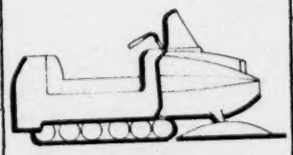
DAILY NEWS

Today is | Monday

The weather: | It's cold

Attendance today

Present	Absent
Bill	Alice
Annie	
Hazel	
Jimmy	
Florence	
David	
Allen	



It's a snow-mobile.

Jimmy and Hazel

The students, by talking about each picture or by answering the structurally-controlled questions of the instructor, will actually tell the story themselves first and will thus be well prepared to read it. When they meet the story in print, they will still have the task of figuring out the words from the symbols, but they will know what those words and sentences mean when they do sound out the words.

The Fluency First course should also take advantage of the familiarity many northern adults will have with certain printed words on commercial products. Almost every northern community has some kind of store at which people can buy cigarettes, tinned goods, soap, candy, and other products. Even illiterate adults can usually recognize their favourite products by the familiar packaging. A collection of empty cigarette packets, candy wrappers, soap boxes, toothpaste cartons, labels from tinned salmon, etc., can be made. The students can be shown how to match a familiar label with a plain card bearing the same printed words. At a later stage, they can try to read the words from the cards without the help of the labels. This type of activity may be a welcome relaxation from the concentration of a group lesson. Individuals can work by themselves or in pairs.

4. Timing.

One of the most difficult and debatable matters in the preparation of a TESL couse concerns the best time to start work on reading and writing. My own view is that, in Fluency First at least, it should begin fairly soon and then march slowly along with the oral work.

One reading and writing task should begin immediately: the recognition and writing of the numbers up to 10. My reasons for this statement, in addition to those stated on page 4 of the Teacher's Guide to the NewStart Modules, are: (a) it will be very convenient, especially in work with tapes in the language laboratory, if the students can be directed to "look at Picture 6"; (b) writing one symbol for a whole word is an easy way to begin to develop writing skills, which may be difficult for some adults; (c) the physical and mental concentration involved in learning to shape the number symbols will provide a needed change from the heavy saturation of oral work that is necessary at the beginning of Fluency First.

Fluency First students can also learn to print their own names in the first days of the course and should have plenty of opportunities to practise recognizing their names by the use of their printed name-cards.

There seems no reason why the students cannot begin in the first week, one item at a time, pre-reading in connection with the first stages of the daily routines of Opening Activities. That is, for instance, sometime in the first week the instructor could begin showing the students the calendar, saying "Today is Monday", putting the correct card in the newsboard for them to "read", and thereafter changing the card daily after reference to the calendar.

I think that phonic instruction, based on BLADE, can begin after only a few units of oral work have been completed, but that Fluency First students are likely to progress much more slowly than BLADE students, partly because they will have much less time to spend directly on reading. I believe that Fluency First students will have a greater feeling that they are learning if they see that they have started to read.

Part of the difficulty in beginning phonic instruction with Fluency First students will be to make sure that the students understand the instructor's explanations and directions during the presentation of a symbol. These instructions should be regarded as classroom formulas; they should be simplified, demonstrated at first as any classroom formula is, and standardized so that the instructor always says them in the same way. For example, "Will you read these words as I point to them?" (Modular Supplement 1) can be simply, "Read these words", and so on.

III INSTRUCTIONAL ARRANGEMENTS

A. Suggested daily plans

It is with diffidence that I suggest a possible daily timetable, for I am well aware that the plan that is finally worked out may have to be entirely different. However, I have felt obliged to indicate some arrangement whereby the overall objectives of Fluency First can be attained. This suggested timetable can be regarded as an outline for this chapter about proposed instructional arrangements.

I am convinced that some standard plan for the oral lesson and for the day is of value. As Earl Stevick says in Helping People Learn English, much more work can be accomplished when the students know what sort of thing is going to happen next.

1. Suggested daily timetable

1. Oral English (see a suggested detailed plan below)

   Mid-morning break

2. Reading and writing lesson and Mathematics activities, (or other practical activity)) As soon as the group work)is completed and individuals)are doing some work by them-)selves, they can take turns)using the tape recorders for)prescribed language practice.

3. Language games: a short period at the end of the morning

   LUNCH

4. Mini-visits, or other practical oral English activity, such as "Teaching the Teacher"

5. The Talking Hour: discussions in the students' mother tongue, led by their counsellor

2. Suggested plan for the daily Oral English lesson

1.	Opening activities:	greetings, attendance, calendar, newsboard, time, etc., according to the stage of oral English progress
2.	Familiar dialogues:	repetition, and possibly acting, of dialogues previously learned
3.	New presentation and practice:	prefaced by a short revision; new work presented either by personal demonstration, with instructor and students sitting together around a table; or by means of pictures on an overhead projector.
4.	Imperative drill, or action-chain:	a short change of pace
5.	Pronunciation practice	
6.	Vocabulary:	presentation and practice of more words, in known patterns
7.	A new dialogue, including "interviews".	

B. Opening activities.

It is very important to relate the oral English that the students learn to their own daily lives. Furthermore, it is necessary to build up, by daily use, certain concepts of time and certain habits of recording information and observations regularly. I therefore suggest that a short period of time be used every morning to talk about the day, the attendance, the weather, and perhaps the plans for the day, in English patterns of gradually increasing complexity, and that the students also record this information according to their gradually increasing ability to do so.

For instance, the expression of time in Indian languages is very different from the expression of time in English. Therefore, it is necessary to develop gradually a framework of time concepts to aid the mastery of English tense. Daily routines, simply begun and gradually expanded, will help to build this framework. Every day, for example, a calendar should be referred to by the instructor and students. At first, only the name of the day will be mentioned; afterwards the month and the date will be used; later still, sentences about the next month and the previous month can be added. Only after a period of experience of this kind will there be an attempt to list the days of the week or the months of the year. If daily experience of this type is omitted, the lists of days and months are only collections of words to be memorized.

Similarly, rather than learn to "tell time" in English in one lesson about the clock (which is usually the way TESL courses for adults approach "telling time"), the students will hear, and begin to use, specific references to the times that are significant to them, and only later to learn generalized patterns about the clock. For example, from the beginning they will hear as part of daily routime formulas such as It's time to begin. It's 10:00; it's time for coffee. After a period of gaining this experience of the relation of time expressions to their own lives, they will be ready not only for a full lesson about "telling time", but also for understanding action before, during, or after a certain time. (These sentences about the time will, of course, be used throughout the day, not only in the Opening Activities.)

Here are a few suggestions for several stages of these patterns that can be used successively in the progress of the course.

The Calendar: Patterns for Opening Activities:

Stage 1: Today is (Monday).

Stage 2: Today is (Monday, April 19).

Stage 3: It's Monday, the nineteenth of April, 1971.

Stage 4: Today is Monday, the nineteenth of April. Yesterday was Sunday, the eighteenth of April. Tomorrow will be Tuesday, the twentieth of April.

Attendance:

Stage 1: (Name called) I'm present. He's/She's absent.
Present = 7; Absent = 1.

Stage 2: What's the attendance report today?

Seven students are present and one is absent.

Stage 3: (Add) - Bill was absent yesterday, but he's present today.

Stage 4: (Add) - Alice has been absent for two days.

The Weather:

Stage 1: It's windy/ cold/ hot/ cloudy/ sunny.

It's raining/ snowing.

Stage 2: (Add) - Temperature: (55) degress above/ below zero.

Stage 3: (Add) - The temperature at 9:00 is (55) degrees.....

Stage 4: Tomorrow will be sunny/ warmer/ much warmer/ etc.

Stage 5: Conventional statements in newspaper or radio style:

e.g., Today's weather: sunny and very cold/
wind from the northwest/

Time:

Stage 1: It's time to begin/ stop.

It's time for coffee/ for a game/ for reading.

Stage 2: It's 9:00; it's time to begin.

It's 12:00; it's time for lunch., etc.

Stage 3: It's half-past eleven; we'll play a game for fifteen minutes., etc.

I have suggested in the section on reading and writing the use of a fixed newsboard prepared with slots into which can be slipped pre-printed cards bearing the information about the day, weather, and attendance, at first, the instructor will have to select the correct cards and post them on the newsboard himself, but gradually the students will begin to recognize these word that are used daily and can take over these jobs of recording information and observations. Thus, these Opening Activities are also a type of pre-reading activity. As stated elsewhere, it is not intended that these pre-reading, look-say activities should be laboured methods of reading instruction. (See Chapter Two, "Proposed Course Content", Section D.)

(Dialogues: See Section G)

C. New Presentation and Practice

1. Unit Track and Lesson Track

I believe that one of the most difficult problems that Fluency First will encounter is that many students will "know some English", in varying amounts and in varying degrees of usefulness to educational progress. Also, some students will be able to progress more rapidly than others. Students should not have to "learn" what they already know. If the students who can speak some English get the idea that they are to be condemned to days of slogging through the "simplest" patterns (which may be quite difficult for beginners), they may rebel against the entire course. On the other hand, the true beginners in English need to build up gradually and carefully their ability to understand and use simple English structures.

It is dangerous to assume that because a person can speak some English he can be allowed to begin a TESL course in mid-stream. Experience in working with students of English as a second language almost invariably shows that, even in intermediate and advanced levels, their main difficulties in the second language often have their roots in the elementary stage. Nothing can be taken for granted if the students are to develop a strong structural foundation in the new language.

I propose, therefore, that Fluency First be planned on two tracks which, to avoid the pejorative implications of "Fast" and "Slow", I refer to simply as the Unit Track (rapid progress) and the Lesson Track (slower progress). Each unit will contain several lessons, which will provide drills and other activities for different patterns of the same structure, for students who need them, thus:

e.g., Unit 1: Identification and description in the structure:
S + V be + C, Present, 3rd singular,
in which S may be It/ This/ That/ He/ She/ personal name,
and C may be personal name/ indefinite article + noun/ or an adjective,
in positive, negative, interrogative, and short answer patterns, with related open questions.

Unit Track: All these patterns are combined into one full presentation, with practice opportunities for the students so that the instructor can check their accuracy, plus supporting dialogues, games, vocabulary enrichment, and pronunciation practice.

Lesson Track: The same structural work is presented in separate lessons, thus:

Lesson 1: What's this? It's a _____.

Lesson 2: Who is this? He's/She's _____. This is _____.

Lesson 3: What colour is this? It's _____.

Lesson 4: It's/He's/She's (adjective).

Lesson 5: this vs. that, in previosuly learned patterns

Lesson 6: Is this _____ or _____?

These lessons all include the appropriate interrogative, negative, and short answer forms.

e.g., Unit 2: Identification and description in the structure,
S + V be + C, Present, 3rd plural;
(Pluralization of nouns)
(S = They/These/Those; C = zero article + plural noun, or adjective)
(Positive, negative, interrogative, and short answer patterns, with related open questions)

Unit Track: one full presentation, with supporting drills and activities as for Unit 1.

Lesson Track: The same structural work presented in separate lessons, as follows:

Lesson 1: plural nouns

Lesson 2: What are these?) They're _____.
Who are they?)

Lesson 3: They're (adjective) .

Lesson 4: these vs. those in previously learned patterns

Lesson 5: Are they _____ or _____ ?

On the Unit Track, then, the initial presentation in any unit will be an overall coverage of the structural content. Anyone who is able to do so will progress directly from this Unit 1 presentation to Unit 2, and so on, without taking each separate lesson. I recommend that a full day or two be spent on each unit by those in the Unit Track so that sufficient vocabulary can be introduced or practised and so that any difficulties in pronunciation can diagnosed and tackled.

It will probably be better for those in the Lesson Track to meet that same full unit presentation after they have taken the lessons. The objectives for the unit will contain the objectives of each lesson. Students on the Unit Track should be able to achieve those objectives without intervening lessons; students on the Lesson Track should be able to achieve those objectives after they have prepared themselves by means of the lessons.

I hope that there will be enough students in any course to make at least two groups, to allow for these two tracks. Incidentally, the provision for these two tracks makes possible a modified form of Individually Prescribed Instruction.

My opinion is that Fluency First students who know some English and therefore begin on the Unit Track will eventually come to a slow-down, a time when they can no longer cope with a complete unit so quickly. (If they can, they should probably not be in Fluency First.) At this point, they will merely begin following the Lesson Track.

At any time, students who are on the Unit Track can "borrow" a lesson from the Lesson Track if they have difficulty with one item.

If at any time the students on the Lesson Track show that they are capable of tackling work faster, they can (after first being allowed to try two lessons together) try shifting to the Unit Track. I foresee that this may be a possibility in a few cases. For instance, there may be a student who once used English somewhat but has not had occasion to use it for some time; at the time of pre-testing he may have been too hesitant or too shy to give fluent answers. After such a student uses English for a while and gains confidence, his latent knowledge may permit rapid progress.

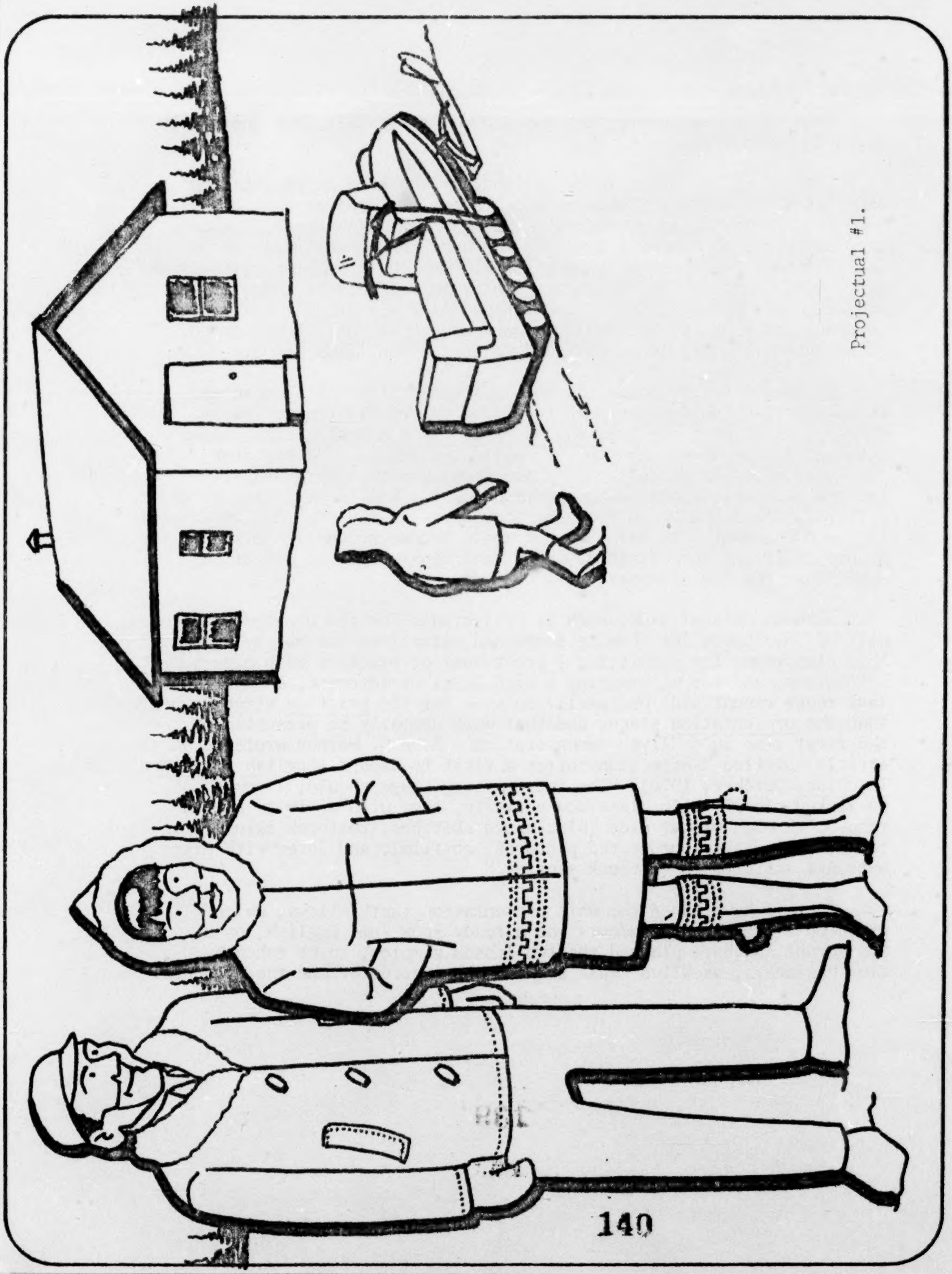
Thus, it is necessary that the groups be flexible, not inexorably fixed in composition.

I think it is rather important that at the time of pre-testing candidates for a course, when it appears obvious that certain persons need Fluency First, an assessment should be made concerning whether they can begin on the Unit Track or, because they know little or no English, must begin on the Lesson Track. One way of making this assessment would be to ask the candidate to try part of all of the unit presentation of Unit One. If he can respond at a specified level of accuracy and fluency, he should be assigned to the Unit Track group. If he cannot, he should be assigned to the Lesson Track group.

My reason for recommending this assessment is: if someone who knows some English discovers on the first day of his Fluency First course that he must practise What's this? It's a house, etc., along with people for whom such work is really challenging, he may drop out immediately in disgust. If a true beginner is confronted with the complete unit and is asked to respond to a bewildering variety of patterns, albeit based on the same structure, he may drop out immediately in discouragement. In any case, it would become necessary to adjust the groups after the very first day, and that might prove an unsettling experience for the students.

Although visual aids, such as projectuals for the overhead projector, will be invaluable for showing items and situations not easily brought to a classroom, for permitting a great deal of practice with many substitutions, and for maintaining a high level of interest, I suggest that these visual aids ordinarily be used for the practice stage rather than the presentation stage, and that work normally be presented for the first time in a "live" demonstration. As A.S. Hornby wrote in an article entitled "Reflections after a Visit to Japan" (English Language Teaching, October, 1970), "The introductory stage should, I now think, be linked closely with classroom activity, then with activity at one remove, through visual aids (blackboard sketches, textbook illustrations, wall charts, projected pictures, or film), and later with situational activity in textbook stories."

Thus, I have based the unit presentation that follows, which would be attempted by students who already know some English, on a projectual and have planned the two lesson samples, to be taken by true beginners, as "live" talk between the instructor and the students.



Projectual #1.

Unit presentation. The following section is an example of a full unit presentation. Those students who are on the Unit Track will meet this as their first presentation; those on the Lesson Track will not meet this until after they have taken all the lessons to Unit One.

Unit 1. (S + V be + C, Present, 3rd singular)

Objective: Given a model of any of the sentence patterns listed below, the student will be able to respond correctly and without prompting when he sees an object, a picture of an object, or a person whose name is known to him, by (a) saying in that pattern sentences using 90% of the words in the listed vocabulary, and (b) answering the related questions.

Patterns: (It's) + C ____. (It/ This/ That/ He/ She/ personal name)

Is (it) + C ____? Yes, (it) is. No, (it's) not.

It's not + C ____.

Isn't (it) + C ____?

Vocabulary, such as:			
man	book	chair	blue
woman	pen	wall	black
boy	piece of paper	door	white
girl	scratch pad	projector	orange
house	eraser	camera	purple
tree	tack	tape recorder	brown
snowmobile	tray	number	short
pencil	flip chart	red	tall
ruler	tack board	yellow	fat
cup	table	green	thin.

Visual Aid: Projectual #1 (q.v.)

Note: A rest may be taken at the end of any section, if desired.)

Instructor (1): Who is this? It's Dan Moosehide. He's a man. He's tall. Who is this? Is this Dan Moosehide? No, it's not. It's Minnie Moosehide. She's a woman. She's short. She's fat. Who is this? Is this Sammy Moosehide? Yes, it is. It's Sammy Moosehide. He's a boy. He's short. He's thin. Listen again. (He repeats it all.)

Now YOU try. (He asks the group to answer all the questions first, and then he asks individuals the same questions.)

Instructor: Is this _____?
Students: Yes, it is/ No, it's not.
Instructor: Who is this?
Students: It's _____?
Instructor: Is he/ she a man/ woman/ boy?
Students: Yes, he/ she/ is.
No, he's/ she's/ not. He's/ She's a _____.
Instructor: Is he/ she tall/ short/ fat/ thin?
Students: Yes, he/ she is.
No, he's/ she's not. He's/ She's _____.

Instructor (2): Good. Listen again.
What's this? It's a house. It's white. What's this? Is it a house? No, it's not. It's a tree. It's green. What's this? Is it a snowmobile? Yes, it is. It's a snowmobile. It's yellow. Listen again. (He repeats it all.)
Now YOU try.

Instructor: Is this a house?
Students: Yes, it is.
No, it's not.
Instructor: What is it?
Students: It's a _____.
Instructor: What colour is this?
Students: It's _____.
Instructor: Is this green/ white/ yellow?
Students: Yes, it is.
No, it's not. It's _____.

Instructor (3): Good. Listen again.
(Pointing to Dan) Is he Minnie Moosehide? No, he's not. He's not Minnie. He's Dan. This is Minnie.
(Pointing to Minnie) Is she Sammy? No, she's not. She's not Sammy. She's Minnie. This is Sammy.
(Pointing to the house) Is this a tree? No, it's not. It's not a tree. This is a tree.
(Pointing to Minnie) Is she tall? No, she's not. She's not tall. She's short.
Listen again. (He repeats it all.)
Now YOU try.

Instructor: Is he/ she _____?
Students: No, he's/ she's not. He's/ She's not _____.
Instructor: Who is he/ she?
Students: He's/ She's _____.
Instructor: Is he/ she/ (tall)?
Students: No, he's/ she's/ not. He's/ She's/ not _____.

Instructor: Well, then?
Students: He's/ She's/ _____.

Instructor: Good. Listen again.
(4) Dan is tall. Is Dan tall or short? He's tall. Minnie is short. Is Minnie short or tall? She's short. Sammy is a boy. Is Sammy a boy or a man? He's a boy. Minnie is a woman. Is she a man or a woman? She's a woman. This is green. Is it green or yellow? It's green.
Listen again. (He repeats it all.)
Now YOU try.

Instructor: Is Dan tall or short?
Students: He's tall.
Instructor: Is Minnie tall or short?
Students: She's short.
Instructor: Is Sammy short or tall?
Students: He's short.
Instructor: Is Dan a boy or a man?
Students: He's a man.
Instructor: Is Sammy a man or a boy?
Students: He's a boy.
Instructor: Is Minnie a man or a woman?
Students: She's a woman.
Instructor: Is this a house or a tree?
Students: It's a house. etc.
Instructor: Is this green or white?
Students It's white etc.

Instructor: Now YOU ask.

(The purpose of this last drill is to produce to correct intonation of the question as well as to produce the correct pattern.)

(The instructor points to a person in the picture and says <u>tall/short</u> or <u>short/tall</u>.)

Students: Is _____ tall or short?
Instructor: He's/ She's _____. etc.

(The instructor points to a person in the picture again and says <u>a man/ a woman</u> or <u>a woman/ a man</u> or <u>a boy/ a man</u>, or other combinations.)

Students: Is _____ a man or a woman?
Instructor: He's/ She's/ a _____.

(The instructor points to each of the objects in the picture and says a house/ a tree, etc.)

Students: Is it a house or a tree?
Instructor: It's a _____.

(The instructor points again to each of the objects in the picture and says white/ green, etc.)

Students: Is it white or green?
Instructor: It's _____.

Instructor: Good! It's time to stop.

After this, the students on the Unit Track will practice some of the dialogues and the pronunciation drills prepared for this unit. They will also use some of the game techniques described later in this chapter, or use projectuals to practise extra vocabulary in the patterns of this unit.

Additional objectives for Unit 1:

In addition to the objectives stated at the beginning of the unit presentation, the student will be able: (a) on meeting any person, to introduce himself by saying the two sentences I'm (name) _____. My name is _____.; (b) to say and to respond appropriately to common greetings and farewells in formulas such as Hello, Good morning/ afternoon/ evening, Goodbye; (c) to count, using the number words from 1 to 10, when given a quantity of objects or when he sees a number of persons.

Lesson presentations.

The following section contains examples of two lessons from Unit One for beginners who are on the Lesson Track.

Lesson 1. Materials: the 10 objects listed in the vocabulary below.

Objective: On seeing the real objects listed in the vocabulary, the students will be able (a) to ask the question What's this? and to answer correctly in the pattern It's a _____; (b) given the model of the question, to ask Is this a _____? and to answer correctly in the short answer patterns, Yes, it is or No, it's not; and (c) to take the part of either questioner or responder in the series: Is this a _____? No, it's not. What is it? It's a _____.

Vocabulary: 10 words for small classroom objects, such as:

pencil	piece of paper
ruler	scratch pad
book	eraser
pen	tack
cup	tray

(The instructor and the students sit around a table. The instructor has a tray on which are nine small objects. He shows the objects one by one as he speaks. The whole group responds together at first. Then he calls on individuals to try.)

Part 1.

Instructor: What's this? It's a pencil. Say, pencil. Say, a pencil.

Say, It's a pencil. Say it again, It's a pencil. Good.

(He places each object beside the tray after he shows it. The last object he shows is the tray.)

Now YOU try. (He holds up a ruler, says a ruler, It's a ruler, repeats a ruler, and encourages the group to say the whole sentence, It's a ruler. Then he holds up each article in turn, saying its name. The group says the whole sentence. He repeats the procedure, asking individuals to try, and puts each article back on the tray.)

Good. Let's pass it around. (He puts the tray in front of his neighbour.) ... a cup

(The student picks up the cup, says It's a cup, puts it back, and - at a gesture from the instructor - passes the tray to his neighbour. The instructor says another word and the procedure is repeated until every student has had a chance.)

Good. Look here. (He picks up one object.) What's this?

(The group answers It's an eraser. He asks them about each article, then asks individuals, each time saying What's this?

Now YOU try. Say, What's this? Say it again, What's this?

Let's pass it around. (The tray goes around again. A student picks something up, asks What's this? and the student across the table from him answers.)

Good! It's time to stop.

They all take a short break and walk around a bit.

Part 2.

Instructor (a): Let's sit down. (He picks up one article from the tray.) This is a cup. Is this a cup? Yes, it is. This is a pen. Is this a pen? Yes, it is. Now YOU try. This is a cup. Is this a cup?

Students: (the whole group) Yes, it is. (repeated for all the objects) (individuals) Yes, it is. (repeated for all the objects)

Instructor (b): Good. Listen again. This is an eraser. Is this a book? No, it's not. This is a pencil. Is this a tack? No, it's not. Now YOU try. This is an eraser. Is this a book?

Students: (first the whole group) No, it's not. (repeated for all the objects) (individuals) No, it's not.

Instructor (c): Good. Say, this. Say it again, this. Say, Is this. Say it again, Is this. Say, Is this a book? Say it again, Is this a book? Look here. (He picks up a book.) Is this a book? - Bill.

Bill: Yes it is.

Instructor: (He picks up an eraser.) Is this a tack? - Annie.

Annie: No, it's not.

Instructor: Now YOU try. Let's pass it around. (He passes the tray of objects to his neighbour.) Ask. (He prompts as necessary.)

Bill: Is this a book?

Students: Yes, it is.

Annie: Is this a scratch pad?

Students: No, it's not.

(This is repeated until everyone has had a chance to ask a question.)

Instructor: (d) Good. Listen again. (He picks up an incorrect item each time.) Is this a piece of paper? No, it's not. What is it? It's an eraser. Is this a tack? No, it's not. What is it? It's a scratch pad.
Now YOU try. Let's pass it around.

Bill: Is this a cup?

Students: No it's not.

Bill: What is it?

Students: It's a tack.

(This is repeated until everyone has asked the pair of questions.)

Instructor: Good! It's time to stop.

Lesson 2. Materials: A set of 10 pictures showing a man or a woman; another set of 10 pictures showing a boy or a girl

Objective: On seeing a person whose name is known to him, the student will be able (a) to say an identifying sentence in the pattern He's/ She's (name); (b) given the model of the question, to ask Is he/ she (name) ? and to answer correctly in the short answer pattern Yes, he/ she is or No, he's/ she's not; (c) to take the part of either questioner or responder in the series: Is he/she (name)? No, he's/ she's not. Who is he/she? He's/She's (name).

Instructor: (a) Stand up, please, Bill. Look here, everybody.
Who is this? It's Bill. He's Bill Winter. (The instructor gives a slight stress to He.)
Say, he. Say, He's. Say, He's Bill Winter. Say it again, He's Bill Winter. Thank you. Sit down, Bill.
Stand up, please Annie. Who is this? It's Annie.
She's Annie Jones. Say, she. Say, She's. Say She's Annie Jones. Say it again, She's Annie Jones.
Thank you. Sit down, Annie.

Listen. (The instructor walks around the table, and as he stands behind each student, he says He's _____ or She's _____. The group repeats the sentence each time.

Now YOU try. (He walks around again, and the group says He's _____ or She's _____ as he pauses behind each student.)

(b) Good. Listen again. (This time the instructor points to a student as he asks the questions.)

Is he Bill Winter? No, he's not. Who is he? He's Jimmy Wolf. Is she Annie Jones? No, she's not. Who is she? She's Hazel Stevens.
Now YOU try.

Instructor: Is he Bill Winter?

Students: No, he's not.

Instructor: Who is he?

Students: He's Jimmy Wolf.

(This is repeated until the instructor has asked about every student.)

Instructor: (c) Good. Say, Is he? Say, Is he Bill Winter? Say, Who is he? Say, Is she? Say, Is she Annie Jones? Say, Who is she?

Listen again. (He repeats the pair of questions and answers about two people.)

Now YOU try. Ask! (Each student tries to ask the pair of questions about his neighbour. The group or the student opposite answers.)

Good! It's time to stop.

(They all take a short break.)

Part 2.

Instructor: Let's sit down. Look here. (The instructor uses the set of 10 pictures (mounted magazine cut-outs), each showing a man or a woman.)

He's a man. Say, man. Say, a man. Say, He's a man.

She's a woman. Say, woman. Say, a woman. Say, She's a woman.

Now YOU try. (As he shows each picture, he says the call word, and the group or an individual says the full sentence.)

Let's do it again. (This time he shows the pictures without saying the call word, and the students say the full sentence.)

Good. Look here again. (He uses the second set of 10 pictures, each showing a boy or a girl. He follows a similar procedure for the sentences He's a boy and She's a girl.

(b) Good. Let's pass it around. (He puts all the 20 pictures on the tray and passes it to his neighbour. Each student picks up a picture, shows it to the group, and tries to say the correct sentence.)

Good! It's time to stop. It's time for coffee.

Later in the morning the students can play the "Spin the Bottle" game for He and She.

D. Imperative drills and action chains

I have suggested that a few mintues after the New Presentation and Practice be devoted to an imperative drill or to action chains. The purposes of a short imperative drill are to demonstrate the meaning of action verbs, thus adding to the students' vocabulary, to give practice in following instructions, and to provide a physical change from too much sitting. From time to time, when no new verbs are to be introduced, the students can take turns acting as the instructor during these drills.

Five or six verbs can be used each day. There is no need to introduce an entirely new set of verbs every day. Nevertheless, by the time the unit on the Present Continuous Tense is reached, the students may know the meaning of 20-25 verbs in their imperative form. Then, their new learning task will involve only the pronoun-verb pattern, not the meaning of the verbs at the same time.

In this type of activity, the possibility of success depends greatly on the manner of the instructor. He will probably get co-operation if he treats the drill as an amusing game and if he takes part himself, especially whenever a student acts as instructor.

It may be a good idea for the instructor to use the hortatory form Let's (verb). at first, since that is the form of many useful classroom formulas. After a few days, however, he can begin to use the direct imperative form.

Here are some examples of possible imperative drills for the beginning of the course:

1. Let's stand up. (After saying this, he stands up and gestures to the students to imitate.)

   Let's stretch.

   Let's walk.

   Stop!

   Let's walk again.

   Stop!

   Let's sit down.

   ..... Let's dc it again. (They repeat the whole procedure.)

2. Stand up. (After saying this, the instructor does the action himself and waits for the others to imitate.)

   Stretch. Walk. Stop! Walk again. Stop! Sit down. ....

   Do it again. (The second time the instructor does not do the actions himself.)

3. Stand up. Look up. Look down. Take three steps forward.

   Take three steps backward. Turn around. Sit down.

   .....and so on.

When the students reach the unit on the Simple Past Tense, this short period can be an occasion for learning a few irregular past tense forms each day. One example follows:

Stand up. You stood up.

Go to the door. You went to the door.

Come back. You came back.

Hold up both hands. You held up both hands.

Sit down. You sat down. .... and so on.

Action-chains can be started quite early in the course with three actions in a series. The instructor can first demonstrate and individuals can take turns trying to imitate. One value of action-chains is that the students can remember what to say in order to put three (or more) sentences together. Another value is that, if the students once learn the idea of an action chain, they find it easy to use the same idea for other forms of the same verbs. Action-chains thus contribute to the building up of a strong sense of the significance of different tenses.

It should go without saying that the timing of speech and action is very important in action-chains.

Here is an example of the same simple action-chain used for commands and for different tenses in the appropriate units of the course:

(1) Speech first; action afterwards

Walk to the door. Open the door. Close the door.

(2) Simultaneous speech and action

I'm walking to the door. I'm opening the door. I'm closing the door.

(3) Speech first; action afterwards

I'm going to walk to the door. I'm going to open the door. I'm going to close the door.

(4) All three actions first; then speech

I walked to the door. I opened the door. I closed the door.

(5) Each action followed by speech

I've just walked to the door. I've just opened the door. I've just closed the door.

E. Pronunciation Practice

Mrs. Marilylle Soveran has worked out many drills suitable for helping Cree-speaking students with pronunciation difficulties they may have in learning English. These may be found in her book From Cree to English. Part One: The Sound System. Similar drills for other sounds and for intonation, etc., will probably have to be worked out for Chipewyan speakers.

The words used in pronunciation drills should be words already known by the students. Sometimes the names of students in the class or of other people in the training centre can provide practice in certain sounds.

The additional use of the tape recorder for individual practice of pronunciation will help to prevent embarrassment on the part of a learner because of mistakes in his attempts to speak correctly or because of comparison with other students in the class.

F. Vocabulary

All the students, even those who are following the Unit Track, should have an opportunity to practise all the vocabulary that has been planned for a unit. If it is possible, they can learn and practise extra words as well. However, I think that an instructor need not present fully every vocabulary item which may be known by the students or most of them; he should check that they know each word and can pronounce it correctly.

Thus, during vocabulary work on nouns, for instance, if the instructor shows an object or a picture, says What's this? and hears the group answer a coat or It's a coat, he can pass on to the next item without further presentation. However, there should afterwards be drills or games that include pictures of all those nouns so that individuals will be required to use them in the sentence pattern and to pronounce them correctly.

Projectuals or cards (of playing-card size) showing small pictures are very useful aids for this type of extensive vocabulary practice.

On the other hand, if vocabulary items are really new to the students, they should be presented in a standard way as, for example, in the sample lessons, so that the students have plenty of opportunity to hear the words, say them, and use them in a sentence pattern situationally.

G. Dialogues, including "interviews"

Dialogues give the learners of a language the chance to use the sentence patterns that have been presented to them in a realistic conversational style, rather than only in formal drills. Especially when they are acted out, they provide a certain degree of realistic communication between persons. Dialogues also offer an opportunity to practise speaking English with natural intonation, stress, and rhythm.

It is, moreover, possible to write into dialogues certain English patterns and conversational expressions that are essential to natural English speech but that would be very awkward to fit into the programme of basic structural drills.

Dialogues can, of course, be presented in many different ways, but the situation must be made clear by some device. Projectuals for the overhead projector are particularly suitable because overlays can be used to show at the appropriate moment who is supposed to be speaking or what is being spoken about. During the students' practice the instructor's manipulation of the overlays can serve as "cues" to remind students what the next speech must be. Occasionally, if an instructor and counsellor have the opportunity to work together as a team, they can demonstrate a dialogue together, in person.

The sample dialogues that follow have short speeches so that they can be easily remembered. After a dialogue has been learned, it can usually be adapted without difficulty to true situations in the classroom merely by changing personal names or content words. I have indicated this type of adaptation for the dialogue that practises the contrast of this and that.

1. A dialogue for the first day: Introductions.

(Since this dialogue is about the students themselves, it can be presented and practised without visual aids.)

Objective: The students practise saying the introduction formulas I'm (name) . My name is _____ . as partial fulfillment of the Unit 1 objectives (q.v.).

(The students are sitting in a circle.)

Instructor: Look here, please. Listen. I'm Joe Smith. My name is Joe Smith. Bill, say I'm Bill Winter.

Bill: I'm Bill Winter.

Instructor: Good. Say, My name is Bill Winter.

Bill: My name is Bill Winter.

Instructor: Good. Say, I'm Bill Winter. My name is Bill Winter.

Bill: I'm Bill Winter. My name is Bill Winter.

Instructor: Good! Now YOU try, Annie.

(Each student tries to say the two sentences. If a student cannot say the sentences, the instructor prompts him by pointing to himself and saying the sentence about himself.)

Instructor: Good. Let's do it again. I'm Joe Smith. My name is Joe Smith.

(He points to Bill, and to each student in turn, inducing each one to say the two sentences.)

Instructor: Good. Stand up, please, Bill.

(He goes to Bill, holds out his hand and shakes Bill's hand while introducing himself.)

Good morning! I'm Joe Smith. My name is Joe Smith.

Bill: Good morning. I'm Bill Winter. My name is Bill Winter.

Instructor: Good! Now YOU try, Bill and Jimmy.

(Each student is given the chance to say the full introduction with another student.)

A dialogue for practising the contrast of this and that in Unit One.

See Projectual #2. (The instructor points to the picture of the character who is supposed to be speaking while he presents the dialogue.)

Objective: The students practise using this and that correctly in patterns of the Unit One structure (S + V be + C), with nouns and adjectives of colour from the Unit One vocabulary, in partial fulfillment of the Unit 1 objectives.

(a) Objects

Sammy: Is that a snowmobile, Daddy?

Dan: What, Sammy?

Sammy: That! (stressed; he is pointing.)

Dan: No, it's not, Sammy. This is a snowmobile.

Sammy: Well, what's that?

Dan: That's a sled. It's a dogsled.

(b) Colours

Sammy: Is that a house, Daddy?

Dan: Yes, it is, Sammy. That's a house.

Sammy: Is it yellow?

Dan: No, it's not yellow, Sammy.

Sammy: Well, what colour is it?

Dan: That's white. This is yellow. (the snowmobile)

Classroom adaptations of these two dialogues:

(a) Objects

Instructor: Is that a ruler, Bill?

Bill What, Joe?

Instructor: That! (pointing)

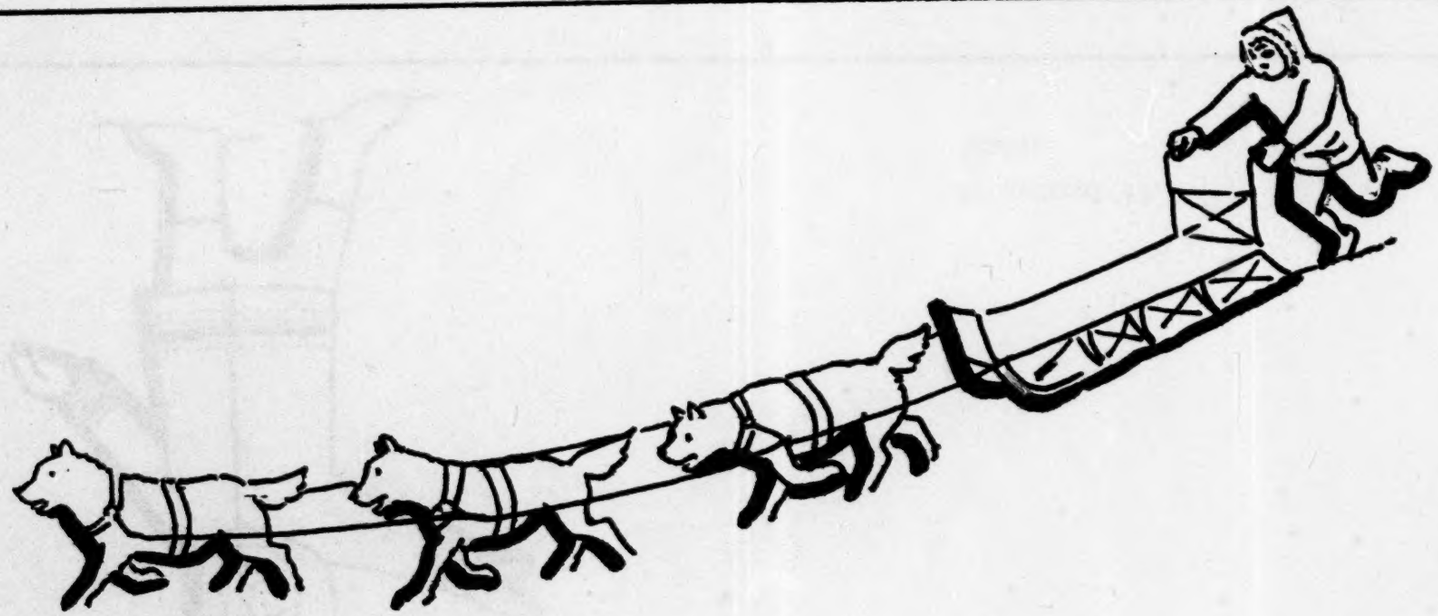
Bill: No, it's not, Joe. This is a ruler.

Instructor: Well, what's that?

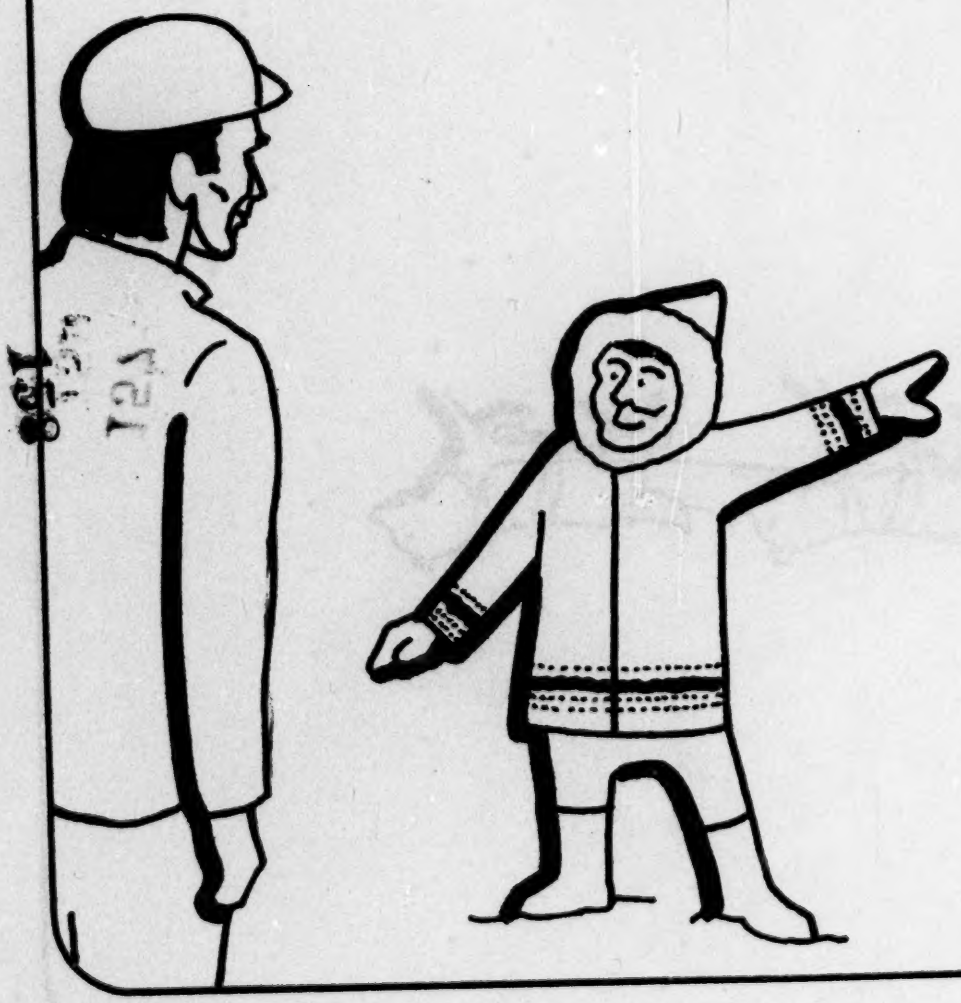
Bill: That's a flip chart.

Projectual #2

Overlay 2.



Projectual #2.
Overlay 1.



Projectual #2.
Static

(b) People

Instructor: Is that Annie Jones, Bill?

Bill: Who, Joe?

Instructor: That! (pointing, with stress)

Bill: No, it's not, Joe. This is Annie Jones.

Instructor: Well, who is that?

Bill: That's Hazel Stevens.

(Note: One reason for writing this dialogue with extra stress on That! (in addition to the value of emphasizing the contrast) is that some students may have difficulty with the [ð] sound. This use of stress and higher pitch permits the students to hear the sound more acutely, thus aiding them in learning to produce the sound.)

A telephone dialogue for Unit One.

Telephone conversations make naturally good dialogue situations and can be used often throughout the course, if the students are familiar with telephones. Although they may be nearly unknown in some northern communities, in others they are already common.

Objective: The students practise using formulas of conventional telephone usage, along with patterns of the Unit One structure, in partial fulfillment of the Unit One objectives.

(This dialogue is written as if a projectual is to be used.)

Voice: Hello.

Dan: Hello. Is that Al White?

Voice: No, it's not. This is David Jones.

Dan: Isn't that number 9?

Voice: No, it's not. This is number 6.

Dan: I'm sorry. Wrong number.

Voice: That's all right. Goodbye.

Dan: Goodbye.

Interviews

These questions and answers about personal data can be memorized in stages; a new stage can be added every week or two.

At a much later stage, when the students are ready to learn to read and to fill in personal information forms, the instructor will be able to explain the forms by associating the formalized headings with these questions. For example, Age = How old are you? Spouse = What's your wife's name?

Stage 1: What's your name, please?
My name is Bill Winter.
Where are you from, Bill?
I'm from LaRonge.
What's your work?
I'm a trapper.

Stage 2: Where do you live now, Bill?
I live in Prince Albert.
What's your address here?
520 Tenth Street
What's your telephone number?
My number is 4-1234.

Stage 3: Are you married, Bill?
Yes, I'm married.
What's your wife's name?
Her name is Rose. Rose Winter.
Do you have any children?
One baby boy. That's all so far.

Stage 4: How old are you, Bill?
I'm 26 years old.
Let's see. Were you born in 1945?
That's right. I was born in 1945.
When is your birthday?
The thirtieth of March.

Plus other stages, as necessary.

H. Games and Riddles

Oral language games provide excellent practice in speaking. Up to a point of diminishing returns, there can be much repetition of a pattern, with appropriate substitutions, without boredom. Also, the students usually learn to respond quickly and automatically during the course of a game.

Once the basic idea of a game has been learned, it can often be adapted to different sentence patterns or different tenses and be used again and again throughout the course.

Here are several examples of games that can be played during Unit One:

1. He and She Game ("Spin the Bottle")

The members of the group sit in a circle on the floor or around a covered table. The instructor spins a bottle in the centre. The student to whom the bottle points must say I'm Bill Winter. The one opposite him (that is, the one to whom the butt of the bottle is pointing) must say He's Bill Winter. Bill spins the bottle again. It points to Annie. She must say I'm Annie Jones. The one opposite her must say She's Annie Jones. Annie spins the bottle again.

When everyone has had a chance to speak, the game may stop or it may add an extra sentence, as follows:

I'm Bill Winter.	He's Bill Winter. He's a man.
I'm Annie Jones.	She's Annie Jones. She's a woman.

On another occasion a different sentence may be added, thus:

I'm Bill Winter.	He's Bill Winter. He's Mr. Winter.
I'm Annie Jones.	She's Annie Jones. She's Miss Jones.
I'm Hazel Stevens.	She's Hazel Stevens. She's Mrs. Stevens.

2. A game: Colours

This game can be played after the presentation of the lesson about colours. The instructor reminds the students of the colour words by showing coloured cardboard squares one by one as he says

What colour is it? It's _____. The colours: red/ yellow/ green/ blue/ white/ black/ orange/ purple/ brown.

Instructor: Please go outside, Bill. (He sends Bill outside the classroom.) Take one, Annie. (Annie takes a coloured square.) What colour is it?

Annie: It's black.

Instructor: Everybody?

Students: It's black.

Instructor: Good. Hide it, Annie. (He shows Annie how to hold the square so that it cannot be seen.) Come in, please, Bill. Ask, Is it yellow?

Bill: Is it yellow?

Annie: No, it's not. etc., etc.

Bill: Is it black?

Annie: Yes, it is. (She shows it.) It's black.

Instructor: Good. Let's do it again. Please go outside, Annie.

3. Do It Fast!: a game for the end of Unit 1.

The members of the group sit opposite one another on two sides of a table. A tray of small objects, the English names of which have been learned, is in the middle of the table. The two students sitting opposite each other take the same number, thus:

(a) When the instructor calls Number 1 and says, for example, a pencil, each Number 1 student tries to be the first to pick up the pencil and say This is a pencil.

(b) The instructor calls a number and says the name of a "distant" thing in the room. Each student with that number tries to be the first to point correctly and say, for example, That's a tack board.

(c) The instructor calls a number and says the word for either a small object on the tray or a "distant" one. Each student with that number tries to be the first to pick up the object and say This is a _____ or to point correctly and say That's a _____.

(d) The instructor calls a number and says someone's name. Each student with that number tries to be the first to point correctly and say He's (name) or She's (name).

Riddles:

Riddles can be used at any stage. They can be long or short, and they can employ simple patterns or complicated ones, depending on how much English the students have learned.

Here are a few examples of some of the simplest stages:

Stage 1: It's long. It's thin. What is it?
Is it a ruler?.....etc.
Yes, it is. It's a ruler.

Stage 2: It's small. It's white. It's in the classroom. What is it?
Is it on the table?
No, it's not.
Is it near the blackboard?
Yes, it is.
Is it a piece of chalk?
Yes, it is. It's a piece of chalk.

Stage 3: It's red and white. It's very pretty. What is it?
Is it his shirt?
No, it's not.
Is it her dress?
Yes, it is. It's her dress.

Stage 4: He's tall and dark. He's sitting between two girls. He likes cigarettes. Who is he?

and so on.....

I. Reading and Writing, with Mathematics Activities.

Notes about reading and writing are contained in Section D of Chapter Two, "Proposed Course Content."

As indicated in the concept study, mathematical activities are included in Fluency First not just because the students will probably need to learn more arithmetic but also because such activities can be a very effective means of learning and practising English words and patterns.

Some of these practical activities have been mentioned in the column entitled "Topics, dialogues, activities" of the Instructional list in Chapter Two, because they are particularly appropriate to the structural objectives. For instance, in Unit 9 the main objective concerns expressions with of. A suitable mathematical activity for the days spent on that unit is measuring various materials into different containers; the students are able to talk about a pint of water, a cup of flour, etc., and see for themselves certain equivalent relationships. When they afterwards weigh some of the materials, they will have occasion to talk about a pound of sugar, five pounds of flour, and so on.

They can begin immediately to record at least part of their results during these activities if, as suggested, they learn to read and write the numbers 1 to 10 in the first days of their course. If, for instance, they discover that one container of something weighs four pounds and another weighs three pounds, they can record 4 + 3. In this way, they are in fact writing their own arithmetic problems. By adding, they can complete their written equation, 4 + 3 = 7.

Shopping activities based on the current oral English patterns that the students are learning also provide many opportunities for counting, adding, subtracting, and other processes. The prices of whatever they "buy" can be recorded in the form of a bill, additions made, and change computed.

Fluency First students can also probably use parts of the arithmetic programme that BLADE students follow.

It is absolutely essential to provide Fluency First students with the oral patterns for talking about arithmetical processes and mathematical activities. Patterns, such as 4 + 3 = 7, must be treated

in the same way as classroom formulas; they must be standardized so that they are always said in the same way, and they must be demonstrated to the students when they are first used. If the students do not know what to say about their mathematical work, they cannot really learn it.

J. Mini-visits and other oral English activities.

The concept study for Fluency First recommended a session of informal group activities, including "mini-visits", the purpose of which would be to provide an opportunity for the use of English in real - not merely realistic - situations. During an activity the instructor or a student would take several pictures with a Polaroid Land camera so that, after the activity, the group would have a pictorial record of what they themselves had just done, seen, or otherwise experienced. The instructor would then assist the students to talk about their experiences, mainly by using certain preselected sentence patterns.

I am convinced that this type of activity is essential in Fluency First. Even a formidable array of oral drills, visual aids, and machines lacks the power, I believe, that will enable Fluency First students to learn a new language. Somehow, there must be the possibility of real communication in English. Games will help to maintain interest, but it is difficult to believe that games are sufficient. There is too little sense of reality.

In her book, The Psychologist and the Foreign-Language Teacher, Wilga M. Rivers refers to the psychologist Mowrer's statement that learning alters what the student wants to do rather than what he can do, thus making incentive motivation an important element in the learning process. She continues, "Even intensive pattern drills and dialogue learning will not make the student produce foreign-language phrases appropriately unless he wants to produce them. In a face-to-face situation, interestingly contrived, it is natural for him to want to communicate, and learning takes place in these circumstances. The foreign-language teacher is faced with a double problem, first, of providing the student with the correct formulae of expression in the new language, and second, of arousing a desire to communicate in that language. As both are essential for genuine, personal interchange of ideas, the most efficient classroom method must be one which provides the necessary stimulation for development in both these areas."

Finding the right kind of activity to satisfy the need is very difficult. The experience of the literacy teacher at La Loche,

expressed at the NewStart Basic Literacy Seminar held in January of this year, was a warning that adults in northern communities may not want to learn cookery or sewing or carpentry; they may want to learn in the traditional "classroom" way, with books and blackboards. However, this warning need not be a final deterrent to a search for some vehicle for real communication in English. At the same seminar, another speaker reminded us that every northern community is different from every other one. Some kind of activity that appeals to the students can be found.

In the sample mini-visit that follows I have described an extremely simple tour of the training centre, as if the course were taking place in Prince Albert. The same type of tour can be done anywhere. I have deliberately tried to avoid any suggestion of an elaborate field trip. The aim of a mini-visit, in fact, is exactly opposite: not to associate English with something foreign to the students' lives, but to help them use English in connection with their daily surroundings and the people with whom they come in contact, including themselves.

Mini-visit #1 for students on the Lesson Track, for use after Lesson 2.

Notes: A complete tour of the training centre facilities will already have been given to the students on the previous day by their counsellor, using their own language.

The employees of the training centre who will be introduced must be briefed ahead of time about the purpose of the introductions and about their role.

On this first mini-visit the pictures will be taken by the instructor or by the counsellor who accompanies the party, if that is possible.

Objective: As they tour the training centre, under the guidance of their instructor, and meet several employees, the students practice (a) introducing themselves with the sentences I'm _____. My name is _____; (b) saying sentences that name places, using the pattern This is _____, and (c) saying sentences identifying people in the pattern He's/She's _____, in partial fulfillment of the objectives of Unit One.

Instructor: (He uses gestures to indicate his meaning.)
Come with me, please. (They go outside to the entrance.)
Stop. Look here. What's this? This is Saskatchewan NewStart. Say it, Saskatchewan NewStart. Say, This is Saskatchewan NewStart. Good. Take a picture, please.

(The counsellor takes a picture of the group with the Saskatchewan NewStart sign. While the picture is being developed, individuals can try to say the sentence. When the picture is ready, the students may talk about it in their own language, if they want.)

Instructor: Let's go in. Come with me, please. (They go inside to the typist nearest the entrance.) Stop here, please. Who is this? This is Jane Stewart. She's Jane Stewart. (He shakes Jane's hand as he speaks to her.) Good afternoon. I'm Joe Smith. My name is Joe Smith.

Jane Stewart: Good afternoon, Joe. I'm Jane Stewart. My name is Jane Stewart.

Instructor: (pointing to the counsellor) This is Mary Bear.

Counsellor: (to Jane) Good afternoon. I'm Mary Bear. My name is Mary Bear.

Jane Stewart: Good afternoon. (They shake hands.)

Instructor: This is Bill Winter. (He directs Bill forward to Jane, who puts out her hand for shaking.)

Jane Stewart: Good afternoon, Bill. I'm Jane Stewart. My name is Jane Stewart.

Bill: (with prompting, if necessary) Good afternoon. I'm Bill Winter. My name is Bill Winter.

Instructor: Good! Do it again, please. Take a picture, Mary.

(This procedure is repeated with several other employees, and each student is encouraged to introduce himself to one employee.)

(The students also look at the Lounge, (the door of) the Men's Room, (the door of) the Ladies' Room, and an office. The students use the pattern This is _____. for each place, and a picture of each place is taken, with several students in each picture. It is a good idea to take a picture of the ladies standing at the door of the Ladies' Room and the men standing at the door of the Men's Room.)

(Then everybody goes back to the classroom.)

Classroom Follow-up

The students sit around a table. The photographs are placed

face down on the table. The instructor picks up the first photograph, shows it to the group, and says:

Instructor: What's this? This is Saskatchewan NewStart. (He points to the pictures of the students.) This is Bill. This is Annie. Etc.
(He picks up the second photograph.)
Who is this? This is Jane Stewart. And this is ... (naming each)
Now YOU try.

(He puts both photographs down and gestures to a student. Each student chooses a photograph and names as much as he can remember, using the pattern This is _____. The others help him when he forgets.)

Good. Listen again. (The instructor chooses a photograph and names each person in it using the personal pronoun.) He's Bill Winter. She's Annie Jones. etc.
Now YOU try.

(The students take turns choosing different photographs and naming people, using He's/She's _____.)

Good. Let's put the pictures up. (The instructor and students tack their photographs on the wall.) It's time to stop. It's time for coffee.

The next day the same activity can be repeated as a small part of the follow-up of the Activity, but a second sentence can be added, to practise Mr./ Mrs./ Miss.

I have made a few comments about a reading and writing follow-up of the Activity, which can take place when the students are beginning to learn to recognize words and sentences, in Chapter Two of this report.

As one other type of activity that can be used anywhere, without extra instructors who have special vocational training, such as carpentry, I suggest "Teaching the Teacher."

During a "Teaching the Teacher" session one or more students will show the instructor how to do something: e.g., prepare bannock, make mukluks or moccasins (a short stage each day), do beadwork, tan hide, preserve fish, write Cree syllabics, dance, etc. Especially at the beginning of the course, they may speak in their own language while demonstrating the task, but for each one of these sessions the instructor will have selected one or two English sentence patterns which he

predicts will be appropriate and which he will attempt to apply during the demonstration, such as What's this? It's a _____. What are you doing now? What are you going to do next?, and so on. Of course, he will have to supply the answers at first. He will interpolate these sentences when suitable during the demonstration, and at the end he will have those English words and sentences repeated as a follow-up. Pictures can be taken with the Polaroid Land camera, as for the mini-visits. The printed words and sentences can be put on the flip chart, wall cards, or blackboard, and left there, if the students are ready to practise recognizing words. The instructor can also ask someone to show the same demonstration again the next day, using as many of the English words and sentences as possible. When one student forgets an English word, the others can help him.

The aim over a period of weeks will be gradually to use more and more English and less of the native language. Such demonstrations may be invaluable, not only as genuine communication but also as a means of bolstering the self-concept of the students and showing that there is a feeling of equality, rather than superiority-inferiority, between instructor and students.

The arrangements for a "Teaching the Teacher" session can be planned during the previous Talking Hour so that the students will understand the purpose and what is expected of them.

K. The Talking Hour

The concept study proposed a period each day for group talk, using the students' own language, mainly as a practical substitute for the prepared Life Skills course, which would be impractical for students who do not know English.

I believe that "The Talking Hour" can also fill another role that may prove of interest to those concerned with language-teaching everywhere.

Dr. Wilga Rivers discussed in The Psychologist and the Foreign-Language Teacher the very real danger that, in spite of careful situational teaching, students who are learning by a non-translational method may misinterpret the significance of the English words and sentences they hear. This may be partly because the situation itself is ambiguous or partly because the student interprets the situation in terms of his own culture and other experience, whereas the significance of the English words and sentences to a native-English-speaker

may be quite different. This problem is particularly acute when the two cultures involved are very different. Furthermore, uncertainty felt by the students about the meaning of what they are learning to say may have an unsettling effect on them.

Dr. Rivers' suggestion is that, after the oral presentation of a pattern, the instructor should speak briefly in the students' own language about what the new items signify and should call their attention to the crucial structural point being taught. My understanding of what Dr. Rivers suggests is that the instructor would not so much translate as interpret, a distinction made clear by Robert W. Young in English as a Second Language for Navajos: An Overview of Certain Cultural and Linguistic Factors.

On the other hand, there are many well experienced authorities, both educators and psychologists, who believe that the use of the students' mother tongue for explanations during an oral lesson period can constitute serious interference with the mental processes involved in learning a new language. According to B. V. Belyayev, for instance, although our knowledge of cerebral mechanisms is far from complete, it seems certain that each foreign language learned involves the formation of a special "dynamic stereotype" in the cortex of the large cerebral hemisphere, and such stereotypes are more easily formed independently of the native language. (The Psychology of Teaching Foreign Languages. Pergamon, 1963.) Furthermore, there is always the danger that an instructor may mis-use the notion of a "brief interpretation" in the students' own language; this can easily degenerate into careless situational teaching, misleading translations, or useless grammatical analysis.

"The Talking Hour", held at the end of each day and thus clearly separated from the periods of oral structural teaching, can be a time for the counsellor to check what the students think their English words and sentences of the day mean, to correct any misunderstandings and resolve doubts, and to bring out - without grammatical analysis - the main structural point for the students to notice. (For example, in the lesson on pluralization of nouns, he would ask "Did you notice that we put an extra sound on the end of a word when we were talking about more than one? What sound did you hear? Any other sound?" - these questions, of course, in the students' language.) In this way, both cultural misinterpretation and native-tongue interference may be avoided.

As far as I know, such a deliberately planned daily arrangement for talk in the students' mother tongue about the language items they have been learning, at a time well separated from the oral instruction conducted in the target language, is unique in language-teaching courses. As such, it may make a contribution to the further understanding of how students can best learn a new language.

"The Talking Hour" can also be used for any other explanations and arrangements that will help the students to feel that they understand what they are being asked to do and why. This approach appears to be especially suitable for adults. For instance, the students and counsellor can plan for a "Teaching the Teacher" activity; the counsellor can explain the methods and rules for using the tape recorders, the reason for certain drills, the idea of the cueing system in their reading. "The Talking Hour" can be a time, too, for discussing social problems or for interpreting one culture to the other.

The Instructor and the Counsellor

The foregoing suggestion for "The Talking Hour" presupposes that the counsellor understands the principles underlying the teaching of English to Fluency First students and that he is acquainted with the daily language work of the students.

In fact, the most effective counsellor would seem to be an instructor who speaks the language of the students and who specializes in counselling as another instructor might specialize in teaching reading. Most effective of all would be to have a real team-teaching situation in which an instructor and counsellor work together in at least some of the daily lesson periods. It would be particularly useful for the counsellor to be in charge of the language laboratory training.

For instance, during presentations by the instructor, the counsellor might be present as an observer. In Prince Albert at the NewStart training centre, the observer could stay outside the one-way glass; in other communities, without this special facility, he could sit outside the group. He would make observations about which students could respond and which ones could not, as well as the correctness of the responses. Thus, the instructor would be relieved of the difficult job of trying to remember each student's difficulties and could concentrate on effective presentation and practice. The observing counsellor would be able to prescribe accurately and immediately tape recorded drills or other assistance that each student requires.

Similar team-work would be very helpful during the pre-testing of candidates for the Fluency First course. If one other person is present as an observer and marker, the test-interviewer can be free to perform as needed and will not intimidate the candidate by constantly writing marks or notes during the interview.

IV INSTRUCTIONAL OBJECTIVES

A. General overall objectives of Fluency First.

1. After completing a Fluency First course, the students will be able to speak English and to understand English at a level that enables them to take instruction in all the usual classes of a 5-10 Upgrading course.

2. They will be able to read English well enough so that they can read, with comprehension, the instructional materials of a 5-10 Upgrading course.

3. With the help of an instructor or a simple dictionary they will be able to find out the meaning of words and structures which they have not previously learned in their study of English and which they encounter in the instructional materials of a 5-10 Upgrading course.

4. They will be able to write sufficient English so that they can write what is required in a 5-10 Upgrading course.

5. Whether or not they continue their formal education in an Upgrading course, they will be able to speak English, understand spoken English, read English, and write English well enough to function successfully, from a linguistic point of view, in a society which is predominantly English-speaking.

B. Oral English Objectives

1. Structural objectives

I believe that a Fluency First course will use its instructional time economically and efficiently if a distinction is made between items which require a student response at an automatic and fluent level and items which require only an understanding of the situational significance and an ability to reproduce sentences when provided with a model pattern.

For instance, in a situation of danger, if a Fluency First "graduate" hears someone shout, "Fire! Run!", he must be able to respond automatically to the meaning of that imperative in order to save his

life. On a less crucial level, when someone asks him, for example, "What's that handbag made of?", he should be able to respond automatically with "deerhide" or "It's made of deerhide." On the other hand, there is no reason that he should be required to respond automatically to a situation by saying, "Although it's raining, I'm going to go hunting." He could express himself in a different, simpler way. He will need to be able to understand the significance of <u>although</u> when he hears it and when he reads it; he may have to write a sentence with <u>although</u>, or to answer comprehension questions about a reading passage that includes a sentence with <u>although</u>; but he need not be drilled intensively in the oral production of sentences with <u>although</u>.

I therefore suggest that one of two types of oral objectives be assigned to each structure. Type A Objective will require the students to be able to give an automatic, fluent, and correct oral response, in any of the various patterns of the structure, to an appropriate situation. Type B Objective will require a student to show an understanding of the situational significance of the structural item by being able to say sentences, in a pattern of the structure, when given a model pattern, in the correct situation.

2. <u>Lexical Objectives</u>

A somewhat similar distinction is sometimes made between a person's "active" vocabulary and his "passive" vocabulary, even in his own mother tongue. Although the use of the word "passive" may be rather misleading, implying as it does that the brain is not working when it recalls certain infrequently used words, the distinction is nevertheless a salutary reminder that learners of English as a second language need not be required to recall and use automatically every English word they meet in their course. Native speakers of English themselves must sometimes hesitate for the right word, stumble over words, or even ask, "What do we call that thing?"

One way in which Fluency First attempts to deal with this difference between active and passive vocabulary is by selecting lexical items from the northern environmental and cultural experience of the prospective students, rather than by using linguistic lists uncritically, and by writing the lessons of Fluency First to reflect this experience. Thus, the vocabulary that the students will need, to be able to use English in connection with their daily lives, will be the vocabulary that they learn and practise in the course. In other words, the vocabulary selected for Fluency First will be what is regarded as a necessary, "active" vocabulary.

However, students of a Fluency First course will also have to be prepared for words they will meet in reading, especially in the

linguistically uncontrolled reading material of a 5-10 Upgrading course. For this, they will be required to understand many words that they are most unlikely to use in daily life, especially in an isolated northern community.

One important course-objective of the latter stages of Fluency First will therefore be to teach the students how to find out the meaning of words encountered in their reading but not in the "active" vocabulary of the oral course by (a) using clues from word structure, including prefixes and suffixes, (b) using a dictionary, (c) interpreting the context of words, (d) questioning instructors and others about word meanings; thus gradually accumulating their own "passive" vocabulary in English, as well as extending their "active" vocabulary, through reading and conversation.

The lexical objective for a unit of oral work should confine itself to words needed for an "active" vocabulary and used situationally, thus:

> The student will be able to recall and use in the structural patterns of the unit 90(?) % of the listed vocabulary items, when he sees or otherwise experiences a situation that required the use of those words.

3. Speech Objectives

A learner of English may have much difficulty in producing certain English sounds or perhaps in speaking with intonation, rhythm, and stress considered natural by English speakers. If so, he will not be able after one lesson or one unit to perfect his English speech, probably not even to perfect his production of one sound. Speech improvement occurs not at once but over a period of time.

It is therefore impossible to assign specific behavioral speech objectives to each unit, except to state that the students will practise a certain sound or a certain intonation pattern with the aim of speaking words containing that sound, or sentences containing that intonation pattern, so that he will not be misunderstood, as well as with the general aim of working towards a closer approximation of the English speech of educated native speakers.

To me, furthermore, there seems to be no need to try to force native-speaker perfection on Fluency First students. In the city of Prince Albert one can hear a very wide variety of English "accents"; one can even hear some pronunciations that are considered poor or inaccurate; yet those speakers usually function very well, or at

least well enough, in the English language. Why should we demand more of Fluency First students just because theirs is a TESL course?

I believe that the following speech objectives for the course reflect the students' needs:

> The students will be able to understand the structural patterns and vocabulary of the course when they hear other persons speak them, distinctly, at a normal rate of speed.
>
> The students will be able to pronounce the sounds in the structural patterns and vocabulary items of the course accurately enough so that their speech will not be misunderstood, and to speak English sentences with natural intonation, stress, and rhythm, so that their meaning is not obscured.
>
> The students will be able to recognize all the English phonemes when they hear them pronounced distinctly, to reproduce them, and to distinguish one phoneme from another.

(Ability to distinguish one sound of English from another becomes important, of course, when the students learn to read by a phonic approach.)

C. Reading and Writing Objectives

Students who have completed a Fluency First course will be able:

(a) to say the regular sound of any symbol used in English writing;

(b) to write the regular symbol for an English sound;

(c) to use the regular sound-symbol relationship as a cue to other spellings of the same sound, as in the BLADE cueing system;

(d) by knowing the sound - symbols involved, to attack words they have not met before in reading, but have learned orally;

(e) to read aloud fluently sentences containing known words written in patterns they have learned orally;

(f) to comprehend by silent reading a short passage containing known structure and vocabulary;

(g) to use a simplified dictionary;

(h) to write the words and sentences they have learned orally;

(i) to use their knowledge of common prefixes and suffixes to help themselves learn the meaning of a new word;

(j) to use other means, such as oral informants and context, in learning the meaning of a new word or new pattern.

D. Detailed Behavioral Objectives

After much thought and trial-and-error experiment I have concluded that detailed and complete behavioral objectives can be exceptionally useful to Fluency First in certain ways, but that they must be written and applied with caution and restraint rather than arbitrarily assigned to every drill and activity.

First, language learning is a process and not a series of separate facts that can be learned one by one. Time and repeated realistic use are necessary before strong mental associations are formed and automatic speech habits developed. The fact that an instructor conducts an intensive drill for fifteen minutes on one pattern with ten content-word substitutions does not mean that the students can be expected thereafter to use that pattern and those words automatically and correctly whenever a situation so requires. It means only that the students have begun to acquire the habit of using that pattern and those words.

Furthermore, it seems ridiculous to assign a detailed behavioral objective, with a minimum acceptable performance, to each language game or activity. The purpose of a mini-visit, for instance, is not actually to enable students to say three patterns and ten words with no structural mistakes and 90% correctness in use of the words; it is to practise using English in real situations for real communication.

As will have been noticed in the instructional models included in Chapter Three, therefore, I have frequently used the phrase "... to practise _____ in partial fulfillment of the objectives of Unit _____', in my statement of an objective for a dialogue, game, or mini-visit. For example, the objective for the He and She game in Unit One can be stated:

The students will practise using I, He, and She situationally in the patterns I'm _____, He's _____, and She's _____, in partial fulfillment of the Unit One objectives.

I have noticed that a statement of behavioral objectives for a language lesson is long and cumbersome. The programme developers may find it desirable to work out several standard forms of lesson objectives, to be stated at the beginning of the written course plan. Then, at the beginning of each lesson the applicable behavioral objective form could be designated briefly and the linguistic items succinctly listed.

I believe that the behavioral objectives for language lessons should not include a minimum acceptable performance. As mentioned, it is unrealistic to think that after one fifteen-minute or half-hour lesson every student in a group will be able to use all the linguistic items of the lesson up to the standard that will eventually be required. I have therefore suggested assigning a statement of minimum acceptable performance only to a complete unit.

Finally, one of the stated values of using behavioral objectives is that not only do the programme writers and instructors know exactly what is to be done and what standard of performance will be acceptable, but also the students can know what they are trying to do and when they have done it. This value for the students is rather difficult to achieve in an oral language course for illiterate students. However, the students can benefit at least partially from this feature of behavioral objectives if the counsellor uses "The Talking Hour" as suggested, to let the students know in their own language what they will be expected to do, why they will do it, and how successful they are in accomplishing that task.

V THE SOUNDS OF ENGLISH, CREE, AND CHIPEWYAN

The following charts, which do not pretend to be linguistically exact, are subject to correction. I did not have sufficient information, especially concerning Chipewyan, to make accurate contrasts. Furthermore, the symbols used by the linguists for recording Cree and Chipewyan do not appear to be drawn from the same system of transcription, and both of these systems differ from the conventional IPA (International Phonetic Association) symbols. I have made an attempt to reconcile the three schemes as closely as possible.

In spite of these limitations, I believe that the charts will be of use in the development of an oral English course for speakers of Cree and Chipewyan. It is easy to see, for instance, what English sounds should cause no difficulty, unless they appear in an unfamiliar position in an English word, because they appear in all three languages. It is also possible to see certain English sounds that either Cree or Chipewyan speakers, or both, may have to be taught to hear and produce, since they do not appear in one or both of those Indian languages. It is also possible to notice areas where confusion may occur because nearly the same sound is used in both an Indian language and English but is produced by a slightly different position. The chart may also be helpful to instructors who must deal with their students' difficulties in producing certain English sounds and who need to know what interference may be taking place.

Further information can be obtained from the following sources:

Edwards, Mary. Cree; An Intensive Language Course. Northern Canada Evangelical Mission, Inc. Prince Albert, Saskatchewan. 2nd edition, 1961.

Kenyon, John Samuel. American Pronunciation. George Wahr Publishing Co. Ann Arbor, Michigan. 1961.

Li Fang-Kuei. "Chipewyan". Linguistic Structures of Native America, Viking Fund Publication in Anthropology No. 6. 1946.

Soveran, Mrs. Marilylle. From Cree to English. Part One: The Sound System. Indian and Northern Curriculum Resources Centre. University of Saskatchewan, Saskatoon. Undated.

Explanatory notes for the charts:

A. Consonant chart.

1. The apostrophe (') signifies glottalization of the Chipewyan sound.

2. The Cree stops may be either voiceless or voiced, but voicing is not phonemic in Cree. The stops are usually unaspirated, except in word final position.

*The Cree /s/ varies between English /s/ and /ʃ/. Sometimes the Cree /tʃ/ is closer to /ts/.

*I have used a certain amount of guess work in placing the Chipewyan /l/, /ɬ/, and /r/ because Li used a description for those sounds that does not fit this type of chart.

*I have deduced the Chipewyan /ʃ/ from Li's classification of a different symbol.

B. Other features of Chipewyan are significant. In particular, tone is phonemic. There are two registers: a high pitch and a low pitch.

CONSONANTS (IPA)*

	Bi-labial			Labio-dental			Inter-dental			Dental Sibilants			Dental			Alveolar (Post-Dental)			Palato-alveolar (Pre-palatal)			Palatal			Velar			Glottal			Labio-Velar		
	E	Cr	Ch	E	Cr	Ch	E	Cr	Ch	E	Cr	Ch	E	Cr	Ch	E	Cr	Ch	E	Cr	Ch	E	Cr	Ch	E	Cr	Ch	E	Cr	Ch	E	Cr	Ch
Stops	p	p	p b												t t' d		t	t						k	k	k k' g	ʔ	ʔ	ʔ			kw kw gw
	b																																
Fricatives				f			θ		θ			s			s	s	s*		ʃ	ʃ*							h	h	h			xw
Voiced				v			ð		ð			z			z				ʒ	j												ɣw
Voice-less																																	
Affricates									tθ t'θ dð			ts t's dz			tʃ dʒ		tʃ	t'ʃ	dʒ													
Nasals	m	m	m												n		n	n						ŋ									
Laterals															tl tl' dl		l*							*x								
Trills/ flaps																	r*															
Semi-Vowels Glides	w	w													r							j	j									

*International Phonetic Association: according to Kenyon's usage for American English
'Varies between English /s/ and /ʃ/.
E: English Cr: Cree Ch: Chipewyan

1 Vowels

BLADE'S cues for reading	IPA * symbols	Sample English Words	Related Cree sound(s)	Related Chipewyan sound(s)
ē	i	leaf	Cree /i/ and /ii/ are both more forward	Four phonemes: - short i - long i: - nasalized short ĩ
i	I	pin	than English /I/, but they are not glides. Length is phonemic.	- nasalized long ĩ: No information about vowel quality
a	e (ɛI)	plate	Cree /e/ is more forward than English	Both - e and - ei The vowel quality varies according to the following consonant.
e	ɛ	leg	/ɛ/, but it is not the glide /ɛI/.	Four phonemes: - short ɛ - long ɛ: - nasalized short ɛ̃ - nasalized long ɛ̃: Vowel quality not described
ur	ɝ	fur		
—	ə	the above		
e silent				

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BLADE'S cues for reading	IPA * symbols	Sample English Words	Related Cree sound(s)	Related Chipewyan sound(s)
a	æ	pan		Four phonemes: - short a - long a:
u	ʌ	gun	Short Cree /a/ varies between /ʌ/ and /ɑ/ of English. Long Cree /aa/ usually approximates English /ɑ/ but may vary	- nasalized short ã - nasalized long ã: Vowel quality not described.
o	ɑ	dog	to /æ/. Length is phonemic	
aw	ɔ	paw		
ou	aʊ	flour		
ī	aɪ	pipe		Two phonemes: - ai - nasalized ãi
oy	ɔɪ	boy		Two phonemes: - oi - nasalized õi

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3 Vowels

BLADE'S cues for reading	IPA * symbols	Sample English Words	Related Cree sound(s)	Related Chipewyan sound(s)
ō	o (ov)	bone	Both short /o/ and long /oo/ in Cree are	One phoneme: short o Vowel quality not described.
oo 1830	ʊ	book	higher than the English /o/ and more like English /ʊ/ or /u/, with less lip rounding.	Four phonemes. - short u - long u
oo	u	tools	Length is phonemic	- nasalized short ũ - nasalized long ũ Vowel quality not described.
ū	ju	cube		
				Two extra diphthongs: - ui - nasalized ũi

-* According to Kenyon's usage for American English.